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ABSTRACT

This is the final report of an in-depth study of the use of paraprofessionals in the New York City public schools, conducted in the 1969-70 school year under an agreement with the Bureau of Educational Research of the Board of Education of the City of New York. The paraprofessionals studied were those funded with E.S.E.A. Title I and New York State Urban Education Quality Incentive Program funds and employed in "district decentralized" projects. The overall concept guiding the study was that paraprofessionals are certain kinds of people who perform certain tasks and have an impact on certain people around them. Out of this concept came the three tasks set for the study: to develop a profile of paraprofessionals giving backgrcund characteristics related to the purposes of the program and to the impacts paraprofessionals are intended to have; to survey the nature of paraprofessional work, determining what specific activities they carry out, in what kinds of schools, in what physical locations, and on what time schedule; and, to determine the impact paraprofessionals have on the paraprofessional himself, pupils, teachers, the school principal, and parents. (Author/JM)

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An In-Depth Study of Paraprofessionals

in District Decentralized ESEA Title I and New York State Urban Education Projects in the New York City Schools

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A Study for the Board of Education of the City of New York

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An evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed under contract with the Board of Education of the City of New York for the 1969-70 school year.

An evaluation of a New York City school district educational project funded by the "New York State Urban Educational Program" enacted at the 1968 session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Chapter 685, Section 9, subdivision 12, laws of 1968.)

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Whatever may be wrong with the paraprofessional program in the schools of New York City, none of it could outweigh the overwhelming evidence we have found of its success.

H.M.B., C.B.A. and B.J.H.

PREFACE

The widespread introduction of paraprofessionals into public schools was one of the noteworthy events of the 1960's, a decade notable for many innovations in education. It has been estimated that the ranks of the 200,000 teacher aides now employed in the United States will grow to 1,500,000 before the end of this decade.

The general use of paraprofessionals in schools, following scattered and much-publicized pilot projects of earlier years, had its origins with the Community Action Program sponsored by the Office of Economic Opportunity in the early 1960's in which there was an emphasis on finding socially-significant, respectable work for the unemployed which might lead ultimately to professional status. The movement received a powerful impetus with the enactment of the Elementary and Secondary Education Act of 1965, which supplied funds for services to economically deprived and educationally disadvantaged students. The New York State Urban Education Program, established in 1968 and patterned closely after ESEA Title I, made possible a further increase in the number of paraprofessionals employed by schools.

The New York City public schools have employed auxiliary personnel for over a decade and now have 12,000 aides at work in classrooms and in the communities. This report of a study of a sample of the paraprofessionals in district decentralized ESEA Title I and New York State Urban Education Quality Incentive Programs in the New York City schools during the 1969-70 school year provides answers to some of the basic questions which researchers and administrators have raised about paraprofessionals such as: What demographic factors characterize paraprofessionals? What kinds of activities do paraprofessionals perform? What effects do paraprofessionals have upon the recipients of their services? It is hoped that the descriptive information contained in the report along with the implications of the findings will prove useful to all who are interested in this frontier movement in education.

Dale E. Bussis
Secretary
Institute for Educational Development

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The Institute for Educational Development appreciates the cooperation of the many people who participated in the design and execution of this study.

Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research of the Board of Education of the City of New York, gave valuable advice on IED's relations with various departments at the Board and the individual school districts and schools.

Mr. Joseph Steinman, Director of the Business Affairs Office at the Board of Education, and members of his staff were instrumental in providing IED with information leading to the identification of those paraprofessionals who were the focus of this investigation. In particular, special thanks are extended to Mr. Mark Becker and Mr. Clifford Goodman for their help in providing the data to IED and distributing a number of data collecting instruments.

IED is indebted to a number of people in the Office of Personnel and the Auxiliary Educational Career Unit at the Board of Education for background information about paraprofessionals, which assisted in defining the scope of the study.

Special appreciation goes out to those district superintendents and principals who consented to the inclusion of their schools and personnel in this study. In particular, a heavy debt is owed to the many paraprofessionals who devoted time and effort in completing the questionnaires. Their cooperation and support were instrumental in making this investigation a success.

IED wishes to acknowledge the professional services of its advisory committee: Dr. Walter J. Foley, Dr. Egon Guba, Dr. David Krathwohl, Dr. Malcolm Provus and Dr. Anita Simon. Their understanding and familiarity with the procedural and methodological aspects of research investigation such as this were valuable in the design of the study and analysis of its findings.

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TABLE OF CONTENTS

	Page
List of Appendices	xi
List of Tables	xiii
Executive Summary	xv
1. INTRODUCTION	1
2. BACKGROUND INFORMATION	6
3. INSTRUMENT DEVELOPMENT	11
4. DATA COLLECTION PROCEDURES	31
5. DATA ANALYSIS PROCEDURES	35
6. FINDINGS AND IMPLICATIONS	40
The Characteristics of Paraprofessionals	40
The Work of Paraprofessionals	55
The Impact of Paraprofessionals	77
Bibliography	101
Appendices	A-1

LIST OF APPENDICES

Page

APPENDIX A - Reporting Dates of Contract.....A- 1

APPENDIX B - Project Consultants.....A- 2

APPENDIX C - List of Impact Survey Interviewers.....A- 3

APPENDIX D - New York City Board of Education
Paraprofessional Job Specifications for 1969-70 ...A- 4

APPENDIX E - Letter of March 11, 1970 to
Dr. Samuel D. McClelland .....A- 9

APPENDIX F - Schools Visited for Pretesting Questionnaires.....A-15

APPENDIX G - New York City Public Schools Visited in
Impact Survey.....A-16

APPENDIX H - Types, Number and Percent of Data Gathering
Instruments Requested and Completed.....A-21

APPENDIX I - Introductory Material for Census Questionnaire.....A-23

APPENDIX J - Introductory Material for Job Description
Survey.....A-26

APPENDIX K - Introductory Material for Impact Survey.....A-30

APPENDIX L - Interviewing Material for Impact Survey.....A-36

APPENDIX M - Data Gathering Instruments.....A-43

APPENDIX N - Tables.....A-132

LIST OF TABLES
IN APPENDIX N

1. Number of People Living in Household

2. Previous Job

3. Career Direction

4. Number of Affiliations

5. Types of Affiliations

6. Paraprofessional Distribution Among Districts

7. Hourly Rate According to Job Hours Per Week

8. Paraprofessional Title According to Present and Previous Training

9. Paraprofessional Job Activities According to Present Paraprofessional Title

10. Areas of Impact According to Target Populations

11. Most Important Characteristics of a Good Paraprofessional

EXECUTIVE SUMMARY

This is a summary of the final report of an in-depth study of the use of paraprofessionals in the New York City public schools, conducted in the 1969-70 school year under an agreement with the Bureau of Educational Research, Board of Education of the City of New York. The work was authorized by the Bureau on December 22, 1969, and was performed during the period January-August, 1970, by the staff of the Institute for Educational Development (IED) with the assistance of a panel of outside consultants.

The paraprofessionals studied were those employed in "district decentralized" projects, supported by ESEA Title I and New York State Urban Education Quality Incentive Program funds.

Objectives and Methods

The general concept of paraprofessionals as (1) certain kinds of people who (2) perform certain tasks and (3) have an impact on certain of the people around them, led to three tasks the study accomplished:

Task 1. To develop a profile of paraprofessionals, giving background information such a age, sex, ethnic background, education, level of income, and other characteristics related to the purposes of the program and to the impacts paraprofessionals are intended to have.

Task 2. To survey the nature of paraprofessional work, determining what specific activities paraprofessionals carry out, in what kinds of schools, in what physical locations, and on what time schedule.

Task 3. To determine the impact paraprofessionals have on five significant target populations: (1) the paraprofessionals themselves, (2) pupils, (3) teachers, (4) school principals, and (5) parents.

To perform these tasks, IED designed and developed instruments for data gathering and analysis.

In carrying out Task 1, a questionnaire was developed for taking a 100 percent census of the paraprofessionals being studied, eliciting information applicable to seven key variables singled out repeatedly in the literature as being associated with successful programs: (1) ethnic background of paraprofessional, (2) ethnic background of those served by paraprofessionals, (3) income, (4) education, (5) number of children, (6) links with the community, and (7) previous job experience.

In carrying out Task 2, a questionnaire was developed for paraprofessionals to use in describing their daily work. The first section dealt

with the paraprofessional's job history and training, present paraprofessional job assignment, and relations with people in the neighborhood of the school. The second part was a checklist of possible paraprofessional activities. IED grouped paraprofessional positions into two separate categories: one for "classroom paraprofessionals" (Educational Associates, Educational Assistants, Teacher Aides, and Student Aides) and the other for "parent/community" paraprofessionals (Family Assistants, Family Workers, and Parent Program Assistants). Classroom paraprofessionals are expected to work primarily as subprofessionals in the classrooms while parent/community paraprofessionals are expected to perform as subprofessional social workers, linking the needs of school children and their parents to the resources of the school and other community agencies. The job description checklist contained activities appropriate to all kinds of paraprofessional positions. Checklist items were presented in scrambled order to discover whether any real distinction in duties occured among the paraprofessionals who are employed under the different job titles.

Task 3 was to gather information about the effects paraprofessionals actually have on various target populations. Interviewers were sent to 50 representative elementary and junior high schools. At each school interviewers used special interview guides to talk with the principal and with a sample of paraprofessionals, pupils, teachers and parents.

Other instruments were developed to investigate the characteristics and activities of paraprofessionals most valued by principals and teachers.

The Characteristics of Paraprofessionals

A description of the typical paraprofessional, constructed from the most frequent responses to the questionnaire items, shows her to be a 35-year-old, married, Black woman with two children at home; her wages as a paraprofessional contribute less than half of the $6,500 a year earned by the family; she has no paid employment other than her work as a paraprofessional; she has a high school diploma; she works 22 hours a week as an Educational Assistant in a district decentralized ESEA Title I project at an elementary school, lives in the immediate neighborhood of the school, and spends almost all of her working time with Black and Puerto Rican children and their parents. In short, she has the characteristics associated with paraprofessionals in well-designed programs: she is a member of an ethnic minority, with a modest education, a low family income, children at home, and she works primarily with children who share her ethnic background.

An analysis of their community linkages shows that paraprofessionals are "local" people who join few organizations (usually a school-connected or neighborhood group, if any) but who live within a few city blocks of most of the pupils and parents they work with and have many informal contacts with them outside of school.

Paraprofessional employment is supposed to give job experience to disadvantaged persons and to start them upward on a career ladder that may ultimately lead to professional employment. Those objectives are being met for many paraprofessionals: 40 percent reported no previous paid

employment and about 30 percent said they had moved up from lower-ranked blue-collar and service jobs.

There is presumably some conflict between the desirability of having a well-educated, skilled paraprofessional who will be effective with school children and the desirability of assisting the under-educated, unskilled person break into his first job requiring specific intellectual and personal skills. The data on the education and job experience of most paraprofessionals suggest that while both desires are being met, the first is being served somewhat at the expense of the second.

When paraprofessional positions are ranked by pay rate, education required, and degree of responsibility, and an analysis of paraprofessionals' personal characteristics is made to see who gets what job, it becomes clear that all kinds of people--Black, White, and Puerto Rican; old and young; low-income and middle-income--get all kinds of jobs. Moreover, they appear to succeed at them, suggesting that there are few limits on the kinds of people who can perform satisfactorily as paraprofessionals.

The Work of Paraprofessionals

The typical paraprofessional job was constructed from the most frequent answers to the job description questionnaire items. The typical paraprofessional is in her first or second year of employment as an Educational Assistant. She assists a third-grade teacher, spending most of her time in the classroom, working directly with students, teaching and tutoring them in language arts, and to a lesser extent mathematics. She is not required to use a foreign language in her work and knows no language other than English. She received no advance training for her job, but since becoming a paraprofessional, she has received more than five weeks of part-time training, which is continuing. Perhaps the most important part of her training is the continuing supervision and help she gets from the classroom teacher to whom she is assigned. She is not taking any formal courses at present, and does not take part in the Career Ladder Program offered by the Board of Education.

Ten items out of the 175 on the checklist were chosen by over 50 percent of all paraprofessionals. They revealed that the most common paraprofessional activities are the following: talking quietly to a child who is upset or disturbing the class, stopping arguments and fights among students, assisting pupils with learning drills in reading or mathematics, going over a paper with a child to point out his errors, listening to children tell stories, pronouncing and spelling new words, listening to children talk about their school work and their problems, listening to children read or give reports, explaining school rules, and correcting homework papers.

The top-ranking item, "Talking quietly to a child who is upset or disturbing the class" was checked by 71 percent of all paraprofessionals. This identical task was selected by 77 percent of all principals interviewed and 73 percent of all teachers interviewed as the most valuable activity on a list of 19 typical classroom paraprofessional tasks. When the task that most paraprofessionals perform is the very task that principals and teachers consider most valuable, there is a remarkably good match between

job expectations and job performance.

Nine of the ten top-ranking items show that the paraprofessional usually works directly with the pupil, rather than performing a "backstage" function. Thus she should be pictured as working alongside the teacher, sharing her job. This has direct implications for any training program.

Paraprofessionals, especially parent/community types, can work on many kinds of family problems. Data for all types of paraprofessionals show that they are likely to work on family problems in this order: school (92 percent), health (77 percent), employment (52 percent), finance (50 percent), police and legal matters (41 percent), and housing (40 percent).

Activities were analyzed to see whether paraprofessionals with different job titles and different pay rates actually had different daily duties. More overlap was found between classroom and parent/community paraprofessionals than was called for in the Board of Education's Paraprofessional Job Specifications. Although both kinds of paraprofessionals may perform tasks normally expected of the other, parent/community paraprofessionals display a considerably greater tendency to enter the territory of classroom paraprofessionals than the reverse. This suggests that the roles of parent/community paraprofessionals may not be clearly conceived or that these workers are not fully trained or that they are not systematically supervised.

Among the parent/community paraprofessionals, the Family Assistant's role is the most clearly defined while the Family Worker's role has the most blurred boundaries. The group of tasks assigned to Family Workers does not form an understandable cluster of related duties for which a person might be properly trained. Given the limited backgrounds of people employed as Family Workers, there should be a better idea of what the job entails. The Board's expectations should be carefully reviewed in an effort to re-conceive the role.

Some paraprofessional roles are especially well conceived. The list of high-frequency duties reported by Student Aides, for example, reads like a faithful copy of the Board's Job Specification for that position, even though they report receiving less supervisory help than other paraprofessionals.

The Impact of Paraprofessionals

Target 1: Paraprofessionals Themselves. Interviews with paraprofessionals, principals, teachers, and small groups of pupils show that paraprofessionals themselves are one target of the program that has been squarely hit. Although pupil gain is the ultimate criterion of paraprofessional success in New York City, the Board of Education expects concomitant gains for the paraprofessionals. The results show that paraprofessionals like their work and have no thought of changing jobs. For the majority, it is their most important job ever. (This positive attitude comes through strongly to pupils: nearly all of the elementary children said paraprofessionals enjoy working with them.) Presumably their sense of job success affects

paraprofessionals' attitudes toward themselves. Moreover, as they gain experience, paraprofessionals are being given more significant work.

Another impact is more positive paraprofessional attitudes toward school. Most paraprofessionals think the school is doing a good job for the children. Principals and teachers confirmed that paraprofessional attitudes have become more positive.

Both classroom and parent/community paraprofessionals report spending more time with community people, and there has been a substantial increase in the numbers who have joined community organizations. Paraprofessionals are of the opinion that the community is improving because of their work.

The impact of the paraprofessional's job on his desire for further education seems to strengthen but not actually to determine his decision about getting more schooling.

Another outcome is the evidence that paraprofessionals apply what they have learned at school in their relationships with their own children at home.

Target 2: Pupils. The impact on pupils was gauged by interviews with almost 200 small groups of children supplemented by questions to other target populations. Higher school achievement is the most powerful impact of the program on pupils in almost half the schools, according to the interviewing teams. It ranked second out of a total of 65 reported impacts on the five target populations and was outranked only by a changed role for the teacher in frequency of mention.

About 90 percent of the elementary pupils said they enjoy coming to school more than formerly, and about 75 percent of the junior high pupils think the school is doing a better job of teaching since paraprofessionals arrived. Principals and teachers said pupil attitudes have improved and the majority of principals said that school attendance is better. Most parents also reported that their children are more interested in school work.

Students reported receiving encouragement from paraprofessionals, and well over 75 percent of all principals, teachers, paraprofessionals, and parents interviewed said that pupils are taking more pride and showing more self confidence in their work.

Target 3: Teachers. The results of the interviews with teachers showed strong support for the paraprofessional program. About half of the teachers reported a better relationship with children in their classes, and almost half said they have gained a better understanding of the surrounding community and of minority groups.

Most teachers who have classroom paraprofessionals said that their own work has changed as a result in that they are now assuming additional jobs and using new skills. This was confirmed by other targets.

Most of the teachers feel they are accomplishing more, thanks to paraprofessionals, even with students of those especially disadvantaged

families to whom parent/community paraprofessionals are often assigned. Nearly all of the teachers who work with parent/community paraprofessionals believe that the school as a whole is doing a better job because of them. Principals agreed wholeheartedly with the teachers' impressions.

Target 4: Principals. Principals reported that their own work has been affected by the use of paraprofessionals in that they have more positive feelings about their own jobs and enjoy their work more. The majority of principals are finding they have a better understanding and easier working relationships with parents and community groups, as contrasted to a minority who feel there has been any change in their relationships with teachers.

Target 5: Parents. Parent/community paraprofessionals are expected to intervene directly in the homes of pupils who need help at school. As might be expected, the proportion of parents who say they have been influenced by parent/community paraprofessionals is about double that for classroom paraprofessionals.

About half the parents reporting on parent/community paraprofessionals say they have begun to think differently about things they might be able to do at home and that they have already changed what they do with their children. About 35 percent said they are participating more often in school activities.

Almost 70 percent of the parents thought the school had changed for the better since paraprofessionals came.

Few parents said that paraprofessionals had influenced their thinking about how far their children should go in school. (Most already expected them to go to college.) Interestingly, about 40 percent of the parents said paraprofessionals had influenced their thinking about their own education in contrast to about 20 percent who said they had changed their plans for their children's education.

Paraprofessionals, teachers, and principals reported that the program had had a far greater effect on parents than the parents themselves confirmed during interviews.

Major Effects Listed by Teachers. Teachers were asked to name the major effect of having paraprofessionals. (Free responses were requested; no checklist was used.) The effect named most often was an increase in pupils' academic achievement. Not only was pupil achievement mentioned most often, it was ranked first by a considerable distance. Other effects reported frequently were that pupils like school more, and that teachers enjoy their jobs more, relate better to minority groups, and feel the school is accomplishing more. Teachers also reported that they are giving increased responsibility to paraprofessionals and that pupils are gaining in self confidence.

No connection could be found between the particular type of impact reported by teachers and the personal background or specific daily duties of the paraprofessionals assigned to their classrooms.

The Characteristics and Activities of Effective Paraprofessionals

In searching for the characteristics of effective paraprofessionals, two approaches were used. The first involved examining the characteristics of paraprofessionals singled out by school principals as being either particularly effective or particularly ineffective. The second approach was to ask principals and teachers to name the characteristics they valued most in paraprofessional personnel.

The outcome of this investigation was surprising in a number of ways. None of the fixed or durable personal characteristics showed up as statistically significant. The age, sex, marital status, number of children, racial or ethnic background, income, education, previous job experience or years of residence in New York City were not connected with whether a paraprofessional was rated as "most effective" or "least effective" by the school principal. These findings suggest that a very broad band of the population can be considered eligible for paraprofessional work.

There is a difference in how effective and ineffective paraprofessionals spend their time. The two groups showed statistically significant differences in three respects, all of which are closely related to the instructional process. The "most effective" paraprcfessional more often reports significant information about the pupils to the teacher, gives direct instruction to the pupils, and plans with the teacher. This is in keeping with other findings of the study. That is, the paraprofessional is considered most effective when he is performing rather complex, genuinely semi-professional duties rather than when he is carrying out routine tasks.

Characteristics Named by Teachers and Principals. Over 300 teachers and 50 principals were asked, "What would you say are the five most important characteristics of an effective paraprofessional?" The results were extremely interesting. Of the 57 items of personal background and job history information which IED had chosen to investigate--largely because of statements in professional literature and previous research on the subject--not one was mentioned by a significant number of teachers or principals as being important. What teachers and principals selected rather than age, sex, education, ethnic background, and other standard demographic variables were personality characteristics. They said that the important thing about a paraprofessional was not whether he was young or old, Black or White, rich or poor, modestly-educated or well-educated, but whether he had the personality traits that most human beings tend to value in other human beings. The 1,356 answers given by teachers and principals showed that the "ideal" paraprofessional is personable, able to relate to other people, stable, interested, knowledgeable, and intelligent--in that order.

Most Valued Paraprofessional Activities. Principals and teachers were asked to choose the most valuable items from two checklists, one containing a sample of classroom paraprofessional activities and the other containing a sample of parent/community paraprofessional activities. In every case where they could chose between complex and simple classroom tasks, teachers and principals without exception chose the more complex task as being more valuable. Principals and teachers chose four identical activities for top ranking: calming an emotional child, going over a paper with a child to point out his errors, preparing simple visual aids, and keeping records. This shows the

variety of services expected from paraprofessionals and suggests the versatility they must have if they are to succeed. Obviously, these most-valued tasks relate closely to the professional part of the teacher's work, sometimes overlapping it.

Principals and teachers reached almost perfect agreement in the activities they value most for parent/community paraprofessionals. They may disagree about some things, but not about what they want this type of paraprofessional worker to do. The items chosen showed that principals and teachers are most concerned about paraprofessionals helping families with school problems, then with health, and finance problems--in that order.

In closing, it might be noted that the activity ranked highest for parent/community paraprofessionals by both teachers and principals, "Hearing complains from parents," may be exactly the kind of assistance that helps explain the enthusiasm of teachers and principals for paraprofessional services.

Conclusion

Whatever may be wrong with the paraprofessional program, none of it can outweigh what IED found about its success. Wherever we looked--at the kind of people employed as paraprofessionals, at the kind of work they are given, or at the impact they have on their targets--the program looked extraordinarily good.

Chapter 1

INTRODUCTION

This is the final report of an in-depth study of the use of paraprofessionals in the New York City public schools, conducted in the 1969-70 school year under an agreement with the Bureau of Educational Research, Board of Education of the City of New York. The work was authorized by the Bureau on December 22, 1969, and was performed during the period January-August, 1970, by the staff of the Institute for Educational Development (IED) with the assistance of a panel of outside consultants (See Appendix B, p. A-2).

The paraprofessionals studied were those funded with ESEA Title I and New York State Urban Education Quality Incentive Program funds and employed in "district decentralized" projects. These are the projects planned and conducted by the 33 individual school districts into which New York City is divided, each district being administered by a district superintendent and a supporting staff. The staff includes a district coordinator in charge of special projects such as those employing paraprofessionals. District decentralized projects are to be distinguished from those administered centrally by the New York City Board of Education, as is the case of projects such as "Physical Education for the Handicapped" and the "Readiness Program for Disadvantaged Pre-School Children with Exceptional Learning Disabilities."

General Concept of the Study

The overall concept guiding the study was that paraprofessionals are (1) certain kinds of people who (2) perform certain tasks and (3) have an impact on certain of the people around them (including the paraprofessionals themselves). Out of this concept came the three tasks set for the study:

Task 1: To develop a profile of paraprofessionals, giving background characteristics such as age, sex, ethnic background, education, level of income, and other characteristics related to the purposes of the program and to the impacts paraprofessionals are intended to have.

Task 2: To survey the nature of paraprofessional work, determining what specific activities they carry out, in what kinds of schools, in what physical locations, and on what time schedule.

Task 3: To determine the impact paraprofessionals have on five significant target populations: (1) the paraprofessional himself, (2) pupils, (3) teachers, (4) the school principal and (5) parents.

IED had the choice of examining either the procedures used by the Board of Education in dealing with paraprofessionals or examining instead the effect of those procedures. That is, it would have been possible simply to interview school officials charged with the paraprofessional program, to examine recruitment techniques, to talk to those people charged with training paraprofessionals, to study how paraprofessionals were assigned to teachers, to study their job descriptions, and to look at other features of the system for dealing with paraprofessionals. On the other hand, it was possible to look not at recruitment techniques but at what kinds of people eventually accepted paraprofessional jobs, to look not at training curricula but at what paraprofessionals could remember having been taught, to look beyond job descriptions and examine the actual daily duties assigned to paraprofessionals--in short, to look not at how the system operates but at what kinds of services it produces. The second choice was made on the assumption that if the system is working properly, it will produce the right kind of people doing the right kind of work and having the right kind of effect. This line of reasoning led IED to give limited attention to how the paraprofessional program is managed and maximum attention to the services actually available to children and their families.

Questions to be Answered

The central purpose of this study was to arrive at recommendations as to what kinds of paraprofessionals should be employed and what kind of work they should be given so that they will accomplish desirable effects with several target populations. In order to accomplish this it was necessary for IED to determine the objectives of the paraprofessional program. Is it intended, for example, to cause an immediate improvement in pupil academic achievement? Or is a longer-range effect being sought through having paraprofessionals serve as models for children of deprived ethnic minorities so that their aspirations will eventually rise? Are paraprofessionals employed to help them gain new skills; or to cause teachers to change their classroom methods; or to help pupils acquire knowledge, change their attitudes towards school, and improve their self-images?

There were also questions about what kind of people are employed as paraprofessionals: male or female, rich or poor, Black or White. If one program objective is to start the unemployed up a career ladder, it would not be useful to hire persons who formerly did more complicated work. Again, if paraprofessionals are supposed to serve as models to children of ethnic minorities, yet no paraprofessionals from those ethnic minorities are employed, that purpose will not be accomplished. A similar point can be made about hiring paraprofessionals who are well-linked with their communities if they are expected to strengthen school-community ties.

It was necessary to answer questions about the kind of work assigned to paraprofessionals. Are they assigned menial tasks or do they draw genuine sub-professional duties? Is their work primarily custodial or chiefly instructional? Will their work teach them skills which could lead to better jobs? Are they given tasks which would motivate them to further education? Is there a genuine difference in the work done by educational assistants, family workers, parent program assistants, student aides, and others?

There were many other questions as well. Do minority-group paraprofessionals get job assignments markedly different from those of other paraprofessionals? Are better-educated paraprofessionals given more responsible tasks? Is there actually any difference in the day-to-day work of paraprofessionals hired at different pay rates? How has the paraprofessional's image of himself--his self-confidence, his expectations for the future--changed as a result of his work? Are parental attitudes toward the school more positive if the paraprofessional works in the classroom rather than if he works in the home and the community?

Determining the Objectives of the Paraprofessional Program

Objectives were identified by searching ESEA Title I and New York State Urban Education project proposals developed by the various school districts in New York City. These objectives were supplemented by examining Federal and State documents setting forth the purposes of the two funding programs. Additional statements of objectives appeared in the considerable body of literature which has been published on the subject. The objectives derived from these several sources are described in Chapter 2, "Background Information."

Instrument Development, Data Collection and Data Analysis

A new questionnaire instrument was developed for taking a 100 percent census of the paraprofessionals being studied. The questionnaire sought information about paraprofessional background characteristics which presumably were related to job success. The questionnaire was distributed and collected by mail.

A new instrument was developed to get job descriptions for paraprofessionals, including a personal job history as well as daily paraprofessional activities. This questionnaire was also administered by mail to one-third of all paraprofessionals being studied.

To gather information about the effects paraprofessionals were actually having on various target populations, interviewers were sent to 50 representative elementary and junior high schools. At each school interviewers used special interview guides with the principal and a sample of paraprofessionals, teachers, pupils, and parents.

A detailed description of how the several questionnaires were designed appears in Chapter 3, "Instrument Development." Data collection is described in Chapter 4, "Data Collection Procedures." Data analysis is described in Chapter 5, "Data Analysis Procedures."

Findings and Implications

An elaborate description of the results of the study and the implications of those findings for action by the Board of Education of the City of New York appear in Chapter 6, "Findings and Implications."

Not all tables of data will be presented herein because of limitations of space. However, these data are available on request from IED.

Comparing ESEA Title I and State Urban Education Paraprofessionals

The Board of Education requested IED to make sub-reports for those paraprofessionals employed in district decentralized ESEA Title I projects and for those employed in New York State Urban Education projects. However, when the projects themselves and the paraprofessionals employed in them were compared on a number of key indicators, the differences were so slight as to make sub-reports unnecessary. What can be reported is that in the objectives held by the projects, in the characteristics of the paraprofessionals employed, in the kinds of jobs they are given, and in the impacts they presumably have, there is no noteworthy difference between ESEA Title I and State Urban Education paraprofessional programs.

Chapter 2, "Background Information," recounts the overlap in the Federally-established objectives and State-established objectives for employing paraprofessionals. A comparison of New York City individual project proposals drawn from the two programs revealed a similar overlap. Whereas a typical Title I proposal stated its objective as strengthening "reading and mathematics abilities and skills," a typical State Urban Education proposal phrased its objective as seeking to "provide remedial reading and math progress." Again, a Title I proposal gave its objective for pupils as creating a "better self-image, ethical and moral character, and self-understanding," while a State Urban Education proposal said that its intention for pupils was to "improve their self-images."

The same was true when the two sets of proposals were compared in respect to their objective of improving pupils' attitudes toward school or their cultural awareness. A Title I project plan said that it sought to "help [suspended] pupils to adjust better to their regular school," while a State Urban Education plan said it sought to "[excite] potential for progress." In the same way, a typical Title I proposal said that it expected to "orient children to their cultural heritage," while a typical State proposal said it sought to "provide cultural experiences."

In order to compare the personal background characteristics of paraprofessionals from the Federal and State programs, seven key variables were selected from the 35 which had been measured. A comparison showed that those few differences which existed between Title I and State Urban Education paraprofessionals were quite small in degree, scattered among several diverse characteristics, and did not fall into any consistent or recognizable pattern. For example, the examination showed that the Title I projects employ proportionately more Blacks while State Urban Education

projects employ proportionately more Whites in their programs. Title I projects employ proportionately more people who have completed only grade 10 or grade 11 but also employ proportionately more people who have been to college five years or longer. The State projects employ proportionately more people who have completed only 9th grade but also proportionately more who have completed four years of college. (The reason some college-educated persons take paraprofessional jobs is explained in Chapter 6.)

The only other distinctions or differences between paraprofessionals in programs supported by the two funding sources lay in the different distribution of their job titles and work locations. Title I projects hired proportionately more Teacher Aides, Auxiliary Trainers, Family Assistants, and Family Workers, while the State programs hired proportionately more Parent Program Assistants. More paraprofessionals funded through Title I worked in high schools, in the offices of district superintendents, and in nonpublic schools, whereas more paraprofessionals funded through the State program worked in junior high schools. However, these differences, like all those noted above, were slight and could be explained by chance variation. The remaining comparisons of the characteristics of paraprofessionals in the two programs revealed no substantial differences.

The same conclusion was reached in comparing the responses of Title I paraprofessionals to those of State-funded paraprofessionals on the job description checklist. Percentages of paraprofessionals indicating that they performed the named activities varied only slightly, except in the case of four activities (out of a total of 175). Each of these four had a proportionately higher response from Title I paraprofessionals than from State-funded paraprofessionals. The two wide variations appeared on the items "Reporting discipline problems to principal, counselors, teachers, parents, or others," and in "Explaining school rules to pupils." Lesser differences were noted on the items "Talking quietly to a child who is upset or disturbing the class," and "Listening to children tell a story they made up, or about what they did over the weekend." Once again, however, there is no apparent pattern to these slight differences.

In summary, while minor differences were noticed between project objectives and the characteristics and activities of paraprofessionals employed in ESEA Title I and State Urban Education programs, those differences were few, fell into no clear-cut pattern, and could be attributed to chance variation. Consequently, in all subsequent sections of this report, the descriptive data presented, the conclusions reached, and the recommendations made apply equally to both Title I and State Urban Education paraprofessionals without distinction.

Chapter 2

BACKGROUND INFORMATION

The New York City schools employed approximately 12,000 auxiliary personnel in the 1969-70 school year. They were funded from the following sources:

1. New York City Board of Education local tax funds.

2. Title I of the federal Elementary and Secondary Education Act of 1965, as amended.

3. The New York State Urban Education Program.

Approximately 3,500 of the 12,000 were employed in district decentralized projects. ESEA Title I funds supported 263 such projects while the New York State Urban Education Quality Incentive Program funds supported 136 such projects. It is the 3,500 auxiliaries employed in those 399 projects who are the subject of this study.*

The employment figure of approximately 12,000 represents a considerable expansion in the use of auxiliary personnel since the program was begun in 1957. In that year, the position of "School Aide" was created and introduced under city funding. As the first auxiliary personnel to enter the schools, School Aides were not given classroom or instructional responsibilities. Instead, they were placed under the supervision of the principal and were assigned to routine work around the school. This work included relieving teachers of schoolyard duties and performing other monitoring tasks, handling supplies and taking inventories, and assisting in the lunchroom with the distribution of milk and meals.

With the passage of ESEA in 1965 and in 1968 with the introduction of the New York State Urban Education Program, the Board of Education created additional positions for auxiliary personnel. Unlike the city-funded School Aides, persons employed under federal and state auspices were regarded as "paraprofessionals" rather than "aides." That is, they were assigned to teachers and other professional personnel and asked to perform semi-professional tasks in the classroom and in the community. Paraprofessionals were expected to affect the attitudes and achievement of students by working with them directly in semi-instructional capacities and to affect them indirectly through assisting their parents. At the same time, being selected for employment as a paraprofessional was expected to help a person from a disadvantaged background take a new interest in his own personal learning and career advancement, and help break the cycle of poverty. (To this end, in 1967 the Auxiliary Educational Career Unit was established by the Board of Education in New York City to operate a Career Ladder Program in cooperation with the Human Resources Administration and the City University of New York.)

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*The discrepancy between the number of paraprofessionals originally proposed by project directors and the number actually employed in the projects during 1969-70 is discussed on page 10.

Expanding expectations for what auxiliary personnel could accomplish were accompanied by an expansion of job titles and job descriptions for paraprofessionals. The Board of Education created four kinds of paraprofessional positions for the classroom and three kinds for work with parents in local communities, plus one training position. The eight positions and the general duties of each were as follows:

1. Educational Assistants were employed to help classroom teachers plan and conduct lessons.

2. Educational Associates were given duties similar to those of Educational Assistants, but with somewhat greater responsibilities.

3. Student Aides were employed to help younger children with homework.

4. Teacher Aides were appointed to assist classroom teachers in routine, non-professional tasks.

5. Family Assistants were added to school staffs to visit homes; assist families with their housing, income, health and education needs by identifying local agencies that can assist them; and encourage parental participation in school activities.

6. Family Workers were added for functions similar to those of Family Assistants, but with additional duties in recruiting and registering children, escorting them to and from school, checking on absentees and doing related work.

7. Parent Program Assistants were employed to plan and coordinate the activities of Family Assistants and Family Workers.

8. Auxiliary Trainers were also brought in to assist in the training of paraprofessionals and the management of their work.

(See Appendix D, p. A-4 for a copy of the Board of Education's Paraprofessional Job Specifications and Salary Rates for 1969-70.)

Objectives of the Program

As with many programs in education, the purposes of employing paraprofessionals are not always clearly articulated and explicitly set forth in writing. Because the use of paraprofessionals in New York City might share some unstated purposes with paraprofessional programs elsewhere in the nation, it seemed desirable to review professional literature on the subject to ascertain the generally-held purposes. IED's review indicated that paraprofessional programs are intended to affect the behavior of five different target populations: pupils, teachers, principals, parents, and paraprofessionals themselves. The following objectives are commonly mentioned for each of the five targets:

1. Pupils will be given more individual attention in the classroom. Moreover, pupils will be placed into contact with capable, respected members of their own ethnic groups so that pupils can model their behavior after the behavior of these respected persons. As a result, it is hoped that attitudes of pupils toward school will improve and their achievement will increase.

2. Teachers will become better able to manage teaching conditions and pupil behavior in their own classrooms, and will thereby affect pupil achievement. Moreover, teachers will relate better to parents and community members in inner-city settings and by so doing will indirectly influence pupil achievement.

3. Principals will fulfill their long-standing need to increase the size of the school staff and the quality of school services in inner-city schools. In addition, principals will strengthen and extend their relations with parents and with the surrounding communities.

4. Parents will establish more effective linkages with the schools because they will be better able to relate to neighborhood paraprofessionals than to other school personnel, many of whom live elsewhere and come from a different ethnic and cultural background. In addition, parents will profit from the assistance of paraprofessionals who give them counsel while serving as semi-professional social workers.

5. Paraprofessionals will profit from the income they realize through employment; will improve their self-respect through carrying out important tasks, will increase their education through training associated with paraprofessional work, and will begin a pattern of upward career mobility.

Presumably, succeeding with certain of these targets is intermediate or instrumental to succeeding with others. That is, the purpose of changing the roles and the behaviors of teachers and principals is so that they will in turn have a favorable effect on the other three target populations. Similarly, the primary purpose of changing parental behavior is to produce an eventual change in pupil behavior, although there is some direct benefit to parents themselves. The two ultimate targets appear to be paraprofessionals and pupils, with the latter being the more important.

Although they do not list specific objectives for each target population separately, the guidelines of both ESEA Title I and the New York State Urban Education Program recognize the following multiple objectives:

1. Improve both the academic achievement and the social and personal growth of the inner-city pupil.

2. Increase the involvement of parents and citizens of inner-city neighborhoods in improving the teaching and learning process.

3. Give recognition to persons indigenous to inner-city neighborhoods by placing them in visible and significant paraprofessional roles.

The Guidelines for the New York State Urban Education Program, for example, mention paraprofessionals as one of five resources for urban education:

> In the education of children, great importance may be placed on identifying and training indigenous talent to serve in professional and paraprofessional roles in their own or similar communities. These persons have experienced the problems of the disadvantaged and thus have the background to help in the learning process.

Similarly, a typical objective of ESEA Title I is clearly reflected in one New York City project proposal which recognized the potential service of paraprofessionals in these words:

> . . . to attack reading retardation in the home through community people who themselves are products of the culture of poverty and who are willing to try to break the cycle of poverty by developing and operating programs which will strengthen fundamental skills of children, especially in reading.

Having examined the generally-held purposes for paraprofessional employment in the professional literature and in the federal and the state guidelines, IED made a careful study of the objectives listed in New York City district decentralized project proposals. Although pupils, teachers, principals, parents, and paraprofessionals themselves were all mentioned explicitly or implicitly more than once, over 80% of the project proposals made clear that their primary target is pupil behavior. They said they intended to affect pupil behavior in one or more of the following ways:

1. Academic achievement
2. Attitude toward self
3. Attitude toward school
4. Cultural awareness

Scope of the Program

Paraprofessionals in district decentralized projects are widely scattered throughout the city, appearing in all five boroughs and in most of the 33 city school districts. The 2,802 paraprofessionals eventually selected for inclusion in this study worked in 444 different schools buildings. (The discrepancy between the 2,802 figure and the 3,595 paraprofessionals who were eligible for study is explained on page 31 .) The number of district decentralized ESEA Title I and New York State Urban Education paraprofessionals serving in any one building is relatively small. Only one-third of the 444 schools employed 8 or more of these paraprofessionals in 1969-70. Most paraprofessionals are assigned to elementary schools, with a few being assigned to junior high schools. Very few work at the senior high level. Almost all are employed in public school settings; few are assigned to nonpublic schools.

There are few ESEA Title I or New York State Urban Education projects which provide paraprofessionals as the sole service to schools. In most cases, paraprofessionals are employed as one of several simultaneous efforts to improve instruction. Concomitant services include the addition of services such as professional specialists, additional training for teachers, extra materials and equipment, special cultural opportunities for pupils, and so on.

Fewer Paraprofessionals Employed in 1969-70 Than Proposed

New York City Board of Education officials had estimated that IED would find approximately 6,000 paraprofessionals employed in district decentralized programs throughout the city. IED conducted a search of approximately 95 percent of the New York City district decentralized project proposals which were funded in 1969-70 under ESEA Title I and the New York State Urban Education Programs and found that the project directors who wrote these proposals hoped to hire approximately 5,300 paraprofessionals. This search confirmed the Board estimate of 6,000 as being a reasonable figure, inasmuch as the 95 percent sample would lead to an estimate of just over 5,700. However, both these estimated figures can be contrasted rather sharply with the 3,595 paraprofessionals who were actually on the Board of Education payroll in January, 1970, according to the Board of Education records. (The Board's Payroll 743 listed 2,802 paraprofessionals and the First National City Bank's payroll for Districts 7, 12, and 14 listed 793 paraprofessionals employed in district decentralized programs, for a total of 3,595.) Evidently the schools were not able to employ as many paraprofessionals in district decentralized programs as the project directors anticipated when they wrote their proposals. There are several possible reasons for the discrepancy between the number proposed and the number employed:

1. Project directors may have been too optimistic in expecting to find interested candidates for all the available positions.

2. The qualifications for eligibility may have been set so high that not enough candidates could meet the requirements. That may have been the case in some districts but not others: the data do show, for example, that some schools employed paraprofessionals with minimum educational qualifications.

3. Planned programs may never have gone into full operation. It is not uncommon to find, for a variety of reasons, that projects cannot be conducted on the scale originally envisioned. It may be that some schools which projected a program employing ten paraprofessionals found that the program had to be operated on a smaller scale and could absorb only six paraprofessionals.

4. Project directors may have decided to shift their funds to other services rather than to employ the number of paraprofessionals originally planned.

Whatever the reason, the average district employed fewer than 65 percent of the paraprofessionals it originally intended when the project proposals were written.

Chapter 3

INSTRUMENT DEVELOPMENT

IED made a thorough examination of the professional literature dealing with paraprofessionals in a search for existing instruments that would be useful in this study. (See Bibliography, p.101.) Although Bowman and Klopf (1969) and a few other sources offered material such as checklists of paraprofessional behavior, none of them seemed comprehensive enough for the multi-faceted New York City paraprofessional program. IED turned to its Advisory Committee for assistance with the problem, received and pursued its suggestions, but still could find nothing suitable. Consequently, while drawing heavily upon the available studies both for ideas and for specific items, IED devoted considerable effort to creating new instruments. That process is detailed below.

Census Instrument Development

The Census questionnaire, "Background Information on Paraprofessionals in the New York City Schools," contained questions about the age and sex of paraprofessionals, their place of birth and residence, family status, family income, number of dependents, whether head of household, education, previous occupation and any supplementary current occupation, the ethnic backgrounds of the paraprofessionals and the populations with whom they work, and any formal community linkages the paraprofessionals might have. (See Appendix M, p. A-43.) The paraprofessional characteristics chosen for study were those which IED had some reason to believe were significant, as explained below.

Seven Key Variables. Seven characteristics of paraprofessionals were singled out repeatedly in the literature as thought to be associated with successful programs, each for a somewhat different reason. The seven, ranked roughly in order of importance, were these: (1) ethnic background of the paraprofessional, inasmuch as one objective is to assist ethnic minorities; (2) ethnic background of those served by the paraprofessional, because a matching background enhances communication and provides models of success; (3) income, since one purpose is to supply income to the poor; (4) education, either because the well educated make good assistant teachers or because the poorly educated can be stimulated to aspire to further schooling; (5) number of children, since experience with children can make the paraprofessional both sensitive and steady in handling them; (6) links with the community, in view of the common expectation that paraprofessionals will bring school and parents closer together; and (7) previous job experience, because reliability as well as skills are by-products of earlier jobs. References to these and other variables chosen for study appear in the review of the literature which follows below.

Much of the paraprofessional literature shows that age and sex are important characteristics to consider when hiring paraprofessionals.

Wattenberg(1968) in her progress report on a New Careers program inquired about age, and Bowman and Klopf (1969) in a study of the uses

of auxiliaries in Berkeley, California, asked about age and sex. Schmais' (1967) written application for nonprofessional employees also asked age and sex. Knop (1969) collected data for age and sex and concluded that women and older enrollees performed better as New Careerists. Larson (1969), in determining a profile of enrollees who had left New Careers, examined age and sex and found that the women who dropped out were significantly younger than the women who remained in the program. Although Pearl (1965) reported that the Philadelphia Board of Education selected aides who were older and more mature, Rittenhouse (1969) found that aides of any age can function effectively. Shipp (1967), after reviewing a survey by the NEA Educational Research Service, noted that the aide was typically a mature woman.

Questions about the paraprofessionals' marital status and the numbers and ages of their children are frequently asked in studies of paraprofessionals' characteristics. Larson (1969) examined marital status and number of children in her study of New Careerist dropouts. Knop (1969) reported findings for marital status and number of children, and Bowman and Klopf (1969) showed that marital status and number of children were factors in using auxiliaries in Berkeley, California. Schmais (1967) asked about marital status in selecting paraprofessionals. Wattenberg (1968) also asked about marital status. Shipp (1967) found that aides often have children of school age and Rittenhouse (1969) found programs which required that aides be parents of children in the district or school.

There is ample support in the paraprofessional literature for questions about sources and amount of income, the number of dependents and whether the paraprofessional is the head of his household. Rittenhouse (1969) noted that family income below a certain level was required for employment in many ESEA Title I programs. Smith (1968) found low income to be one of the qualifications for paraprofessional educational assistants. Wattenberg (1968) stated that low income aides or workers who help the middle class professional in relating to a variety of minority groups would improve services to those groups. Bowman and Klopf (1969) hypothesized that the use of low-income workers as auxiliary personnel would result in a variety of positive outcomes. Knop (1969) was interested in prior means of support (welfare or self-support) as indicators of income level. Larson (1969) found that those who remained in the program, on the average, have more people in their households and were more often the heads of their households. Wattenberg (1968) was also interested in who was considered the head of the household, as was Knop (1969).

Research on paraprofessionals has also been concerned with their education and occupational history. Knop (1969), Larson (1969), and Wattenberg (1968) asked about the highest level of education completed and Smith (1968) reported that a position as educational assistant required a high school graduation or satisfactory equivalency. Paraprofessionals employed in the Bay City, Michigan experiment, as reported by McClusky (1956), were required to have at least a high school diploma. A National Education Association survey (1966) reported that while there were no educational requirements for some aides, most were required to have at least a high school education and some needed

a college degree. Rittenhouse (1969) stated that while aides with varying educational and work experiences could function in an effective manner, a high school education or its equivalent was the most common educational requirement.

In discussing work experience, Rittenhouse (1969) noted that many aides had no previous employment and that while experience was not required, any previous work with children was considered a positive factor. Schmais (1967), however, found that it was desirable to ask nonprofessional employees about previous jobs. Larson (1969) obtained the occupational history of those who left New Careers and her results demonstrated that dropouts tend to have been previously unemployed or employed in jobs more skilled than the New Careers position. Knop (1969) also inquired about previous permanent employment.

The literature also indicated the importance of the ethnic background of the paraprofessional and the population he is employed to serve. Auxiliaries in Berkeley, California, according to Bowman and Klopf (1969), were asked about their ethnic background, as were the New Careerists who participated in Larson's study (1969). Knop (1969) also obtained data on the races of those in his study, as did Wattenberg (1968). Pearl (1965) explained that members of a minority group employed as paraprofessionals can often serve as respected models for children from the same background.

The paraprofessional literature recognizes that paraprofessionals often live in the neighborhood of the school. Pearl (1965), Humphrey (1966), Smith (1968), and Rittenhouse (1969) all agree that paraprofessionals typically come from the immediate community.

Other Variables. Although the paraprofessional literature did not provide a basis for asking about place of birth and childhood residence, it was reasoned that a paraprofessional program might serve to assimilate low-income newcomers, especially the members of ethnic minorities, into New York City by employing them in the schools.

As indicated earlier, while no existing instrument seemed suitable in its entirety to achieve a description of the paraprofessionals in New York City, a great deal of material was drawn from the paraprofessional literature. United States census documents also proved valuable in suggesting categories, formats and wording.

In addition to ideas from the professional literature, IED discussions with the Board of Education Office of Business Affairs and the Paraprofessional Payroll Unit in that Office as well as with the Office of Personnel, and the Auxiliary Educational Career Unit produced information about paraprofessionals which contributed items to the Census instrument.

The Census instrument was tested in several drafts at Louis D. Brandeis High School in Manhattan and at P.S. 9 in Manhattan and was revised after each test. The final form was reviewed and approved by the Acting Director of the Bureau of Educational Research at the Board of Education.

Job Description Instrument Development

The Job Description Instrument, "Job Descriptions for Paraprofessionals in the New York City Schools," was divided into two sections: (1) job history and work setting and (2) specific job activities. (See Appendix M, p. A-51.)

The first section dealt with three areas of the paraprofessional's background and job. The first area, titled "Your Job History and Training," included questions about previous paraprofessional titles; type, amount and duration of training; and academic courses taken during 1969-70. The second area, headed "Your Present Paraprofessional Job," was concerned with the hours and locations of work, the type and quantity of supervision, the languages used and the subjects taught on the job. The third area, titled "Your Neighborhood," was designed to ascertain the paraprofessional's informal contact with the community around the school when not on the job. It included questions about the length of time in the neighborhood, church associations, and the number of people met informally while out shopping or walking in the neighborhood.

The second section of the questionnaire was a checklist of possible paraprofessional activities. In developing the activity checklist, IED searched the literature both for possible items and for possible categories of items. Both Rittenhouse (1969) and Bowman and Klopf (1969) in their nationwide surveys of paraprofessional programs were able to display a number of different lists of activities which had been assigned to paraprofessionals. Rittenhouse presented a list of instructional-related functions appropriate for a majority of aides. He also displayed survey results from California schools which indicated that clerical as well as tutorial activities were frequently performed by paraprofessionals. Many of the activities Rittenhouse listed were divided according to whether they took place at an elementary or high school level. Other studies which were helpful in providing activities to include in the job description checklist were McClusky (1956), National Education Association Research Bulletin (1967), and Herman (1967). The New York City Board of Education Paraprofessional Job Specifications were also helpful in providing items for the checklist. (See Appendix D, p. A-4.)

When an attempt was made to cluster and categorize the collected activities, the available research was less helpful. However, Bowman and Klopf (1969) suggested three possible clusters. Cluster I consisted of functions relating to and supporting instruction (for both affective and cognitive learning). Cluster II consisted of task-oriented functions (e.g., clerical, monitorial, escorting, and general routine duties). Cluster III contained functions which were deemed inappropriate or of questionable value when performed by an auxiliary.

Balter (1969) also identified three areas of paraprofessional behavior: (1) directly instructional, (2) indirectly instructional, and (3) non-instructional. Smith (1968) used the same categories, but designated them as (1) directly instructional -- e.g., instructing large groups, instructing small groups, and instructing individuals; (2) indirectly instructional -- e.g., preparing instructional material, testing or test scoring, distributing instructional materials; and (3) non-instructional

e.g., clerical, monitorial, housekeeping, social-emotional support activities, and handling interruptions.

It became evident from a study of the literature and from thinking about the problem that the paraprofessional activities could have been categorized on the basis of relation to the instructional process, intended outcome, group size, location, or any one of several other dimensions. However, no existing set of categories seemed fully satisfactory for classifying paraprofessional activities. Therefore, a new set of categories was developed.

First, a division was made between activities which presumably would be engaged in by classroom paraprofessionals (represented by the following Board of Education position titles: Educational Assistant, Educational Associate, Teacher Aide, and Student Aide) and activities which presumably would be engaged in by parent/community paraprofessionals (represented by the following Board position titles: Family Worker, Family Assistant, and Parent Program Assistant).

Classifying Activities of Classroom Paraprofessionals

To begin with, a simple classroom working environment was assumed in which a class of children was being taught by a single professional, who worked without any help whatever, as would have been the case in the days of one-room schools. Under that simplification, the distinction between "professional" and "clerical" tasks automatically disappeared, since a task could not be identified as "clerical" unless clerks were available to do it.

It was then assumed that the typical teaching act would follow a chronological sequence, with the teacher planning an activity, preparing to carry it out (and later concluding the lesson), presenting information, assigning work to pupils, conducting recitation, testing and evaluating pupil learning, reporting information about pupil achievement, and keeping records. This view of teaching provided a set of fairly discrete categories for subdividing the teaching act.*

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*Assuming a one-room school with a teacher-dominated classroom and a step-by-step teaching act may seem to be taking an over-simplified and even old-fashioned view of teaching. It may not seem to fit a modern self-instructional setting where, with guidance from the teacher, the pupil does his own planning, assigns work to himself, and evaluates and reports on his own performance. But the elements of the teaching act are still there, even if performed by the pupil for himself. And it was essential for IED to get some conception of teaching which was simple enough to allow for subdivisions; otherwise the work of the paraprofessional could only be described as "teaching." In short, the set of categories chosen allowed the work of paraprofessionals to be classified -- without saying that teachers and even pupils may not be performing similar acts.

Moreover, it was assumed that while carrying out such a typical sequence of steps, the teacher would also need to control and care for pupils by supervising their work, establishing patterns of discipline, caring for pupils physically, and comforting them when upset. This line of reasoning led to the creation of the following categories for classifying the activities of classroom paraprofessionals:

Planning
Preparing/Concluding
Presenting Information to Instruct
Assigning
Conducting Recitation
Testing and Evaluating
Reporting Information
Keeping Records
Supervising
Disciplining
Physical Caring
Comforting

Items previously collected were then placed into the categories. A few new items were written and many were reworded. The results were as follows:

The Planning category contained those items in which the paraprofessional was involved in choosing and organizing future activities. This could have been a job as complex as that represented by the questionnaire item, "Planning classroom activities with the teacher on a daily, weekly or long-range basis," or as simple as that represented by the item, "Organizing recess time into directed games and activities."

The Preparing/Concluding category was designed to contain those activities by which paraprofessionals make arrangements for an event or perform clean-up work afterward. This category became particularly large since it had to cover a wide range of situations in school offices, the school library, the classroom, and locations outside of school. Thus "Cutting stencils and other duplicating masters" and "Cataloguing and filing books" were placed in this category as were "Preparing questions for students' tests" and "Helping the teacher make arrangements for a trip."

Presenting Information to Instruct contained direct instructional processes and included items like "Explaining school rules to children" and "Pronouncing and spelling new words for children."

Assigning covered actions which delegated a task or area to a pupil and included "Assigning classroom jobs or responsibilities to students" and "Assigning students to seats or work areas."

Conducting Recitation was the category for activities during which students exhibited their knowledge or skills. It held activities in which stu-

dents spoke and participated and were not simply acted upon. Typical items in this category were "Playing learning games with pupils (such as rhyming, guessing and finger games)" and "Listening to children tell stories."

The category of Testing and Evaluating contained those activities in which the teacher or the paraprofessional reviewed the pupils' work. Sometimes this involved no more than "Correcting workbooks, homework papers, etc." In other cases, the activity was more complex, as "Correcting and grading essay tests."

The Reporting Information category was designed to contain those activities where information was passed from one person or population to another. Examples are: "Reporting pupils learning problems to the teacher" and "Taking records to the office."

Keeping Records included items on the kind of records a paraprofessional might deal with in her job at the school: office records, library records, classroom records of performance or attendance, etc.; examples are "Filing cards for books in the card catalog," and "Keeping attendance records in the classroom for every day."

Supervising was thought to be a standard paraprofessional activity and contained all those activities where the paraprofessional was monitoring pupil behavior. These activities, like many of the others, took place in several different locations: the bus, the hallway, the library, the classroom, etc. "Accompanying students to the library," and "Supervising pupils in the cafeteria" were both classified as Supervising activities.

The Disciplining category was designed for any actions in which paraprofessionals reprimand or punish students when they are misbehaving or violating school rules. "Stopping arguments and fights" was seen as a typical disciplining activity as was "Keeping a pupil after school."

Physical Caring was defined as those actions which in a standard and routine fashion took care of a child's health or appearance. "Weighing and measuring a pupil for health records," was one Physical Caring item. "Helping children dress and undress" was another.

Comforting, on the other hand, contained those actions in which the paraprofessional was soothing a child who was too upset to function with the rest of the class; for example: "Talking quietly to a child who is upset."

Generating and Classifying Activities of Parent/Community Paraprofessionals

Although the professional literature provided an occasional reference to paraprofessionals who serve in the community rather than in the classroom, as in the Rittenhouse (1969) observation that aides sometimes serve as social workers, there were few explicit descriptions of para-

professional activities and no instruments. Therefore IED found it necessary to originate checklist items.

The parent/community paraprofessional, as stated earlier, was to be different in several significant respects from the classroom paraprofessional. In addition to working with the children, she was assumed to be spending much, if not most, of her time with the parents of school children. She presumably would also work not only with the school but also with other agencies in the community.

The parent/community paraprofessional was conceived of not as a teacher but instead as a subprofessional social worker, linking the needs of school children and their families to the resources of the school and other community agencies. She would answer the questions parents or students might have about the rules and services of the school and other agencies and she would inform the school and the agencies about the needs and problems of parents and students. She would be, in short, "a linker," making sure that services reached those who might not otherwise have known how to get them. She would, for instance, remove language barriers between professional personnel and the community residents by translating for both.

This general conception provided IED with a very productive analytic scheme which guided the creation of both categories containing and items describing possible activities of parent/community paraprofessionals. The scheme envisions that the paraprofessional could perform five functions for four targets (clients) in the six areas of concern using six modes of communication, for a total of 720 possible activities. (The model appears on the following page.)

As a linker, the paraprofessional could perform the following five functions: (1) Collect Information, (2) Record Information, (3) Give Information, (4) Match Families Needs and Outside Resources, and (5) Instruct Families in How to Duplicate Outside Resources at Home. She could perform any one of the first four functions while working with any one of the following four targets (clients): (1) Students, (2) their Families, (3) their School, or (4) Other Agencies. (The fifth function could be performed only for the family). She could deal with any one of the following six concerns: (1) School and Learning Problems, (2) Health, (3) Finance, (4) Police and Legal Issues, (5) Employment, or (6) Housing. Finally, she might use any one of six modes of communication: (1) Attending Meetings, (2) Conducting Interviews Which Do Not Take Place in the Home, (3) Making Phone Calls, (4) Visiting Homes, (5) Reading Brochures, or (6) Writing Announcements.

This conceptual framework allowed IED to manufacture highly controlled items in which the functions, targets, and the concerns were all specified. (The modes of communication were not included in writing the items since they would have made the list too long. A question about the mode of communication generally used was asked at the end of the checklist.) A typical item, "Hearing complaints from parents about problems they have with the school," was created by including the function of Collecting Information ("Hearing complaints") and the target of

PARENT/COMMUNITY PARAPROFESSIONAL AS A LINKER

ABOUT:

The CHILD'S Concerns

- School and Learning "
- Health "
- Employment "
- Housing "
- Money "
- Police and Legal "
- Other:_____

The FAMILY'S Concerns

- School "
- Health "
- Employment "
- Housing "
- Money "
- Police and Legal "
- Other:_____

PERFORMS THESE FUNCTIONS:

- Collecting Information
- Recording Information
- Giving Information
- Matching Family Needs to Outside Resources
- Instructing Family in How to Duplicate Outside Resources at Home
- Formal Socializing
- Other:_____

THE LINKER

PARENT/ COMMUNITY PARAPROFESSIONAL AS A LINKER

USING THESE MODES OF COMMUNICATION

- Attending Meetings
- Conducting Interviews Which Do Not Take Place in Home
- Making Phone Calls
- Visiting Homes
- Reading Brochures
- Writing Announcements
- Other:_____

PERFORMS THESE FUNCTIONS:

- Collecting Information
- Recording Information
- Giving Information
- Matching Outside Resources to Family Needs
- Other:_____

ABOUT:

The SCHOOL Rules & Services

- Learning "
- Health "
- Employment "
- Housing "
- Money "
- Police and Legal "
- Other:_____

Other AGENCIES Rules & Services

- Learning "
- Health "
- Employment "
- Housing "
- Money "
- Police and Legal "
- Other:_____

Families ("from parents") and the concern ("about problems they have with the school").

Not all of the possible combinations were pursued where they were unlikely or unnecessarily repetitive, or, as in the case of the communication modes, where the inclusion would have lengthened the checklist beyond the tolerance of the average respondent. This was true in the second and fourth functions, Recording Information and Matching Family Needs to Outside Resources.

In the former, enough items were produced to indicate whether the function was taking place without covering all the targets or problem areas separately. One item covered all the problem areas: "Keeping lists of people you can call about health, employment, housing, welfare or legal problems," whereas a second item dealt with the target population: "Keeping records of names, addresses and telephone numbers of families you work with."

Matching Family Needs to Outside Resources, however, presented a problem in that, whether the family was "matched" to the school or the school to the family, essentially the same item resulted. Thus, in the case of matching items only one set was created to cover both the child and his family as well as the school and other agencies.

The five function categories were defined in the following ways:

Collecting Information consisted of those activities in which the paraprofessional talked with the various targets and learned from them what their problems, concerns, and questions were, and, in the case of the school and other agencies, what services they had to offer, or rules they wished to communicate. This category included such items as "Hearing complaints from parents about problems they have with the school," and "Finding out what programs the school has for suspended students."

Recording Information was the intermediate step in the logical process of collecting and eventually disseminating information. Once the parent/community paraprofessional knew what the needs of parents were and what resources the school or other agencies had to offer, then she would presumably keep files and records of that information. Consequently the checklist included such items as "Keeping records of names, addresses and telephone numbers of families you work with" and "Keeping a file of local doctors, health clinics, Medicare and Medicaide rules or other health information."

Giving Information was defined as the third step in acting as a linker. Once the paraprofessional had learned about the needs and resources of the four targets, her next obligation presumably was to share that information with those people who would benefit from knowing what she has learned. Thus, once she had heard "Complaints from parents about problems they have with the school," and recorded the names of parents she has worked with, she then "Suggests to the school ways to provide parents with current information on Board of Education policies, election of local school boards, or other school matters."

The fourth function, Matching Family Needs to Outside Resources, was thought of as going one step beyond simply collecting, recording or giving information and proceeding to the point where the paraprofessional arranged for the family actually to utilize school or agency services. Sometimes this would involve no more than setting up an appointment, as in "Arranging a meeting with a social worker and a family having trouble with their welfare payments." On other occasions, the paraprofessional would help to deliver needed services, as in the item "Making arrangements with the school staff for a pupil to receive lunch money."

Whereas in the first four functions the direct object of the action could have been any or all of the four targets--the child, the family, the school, and other agencies--the fifth function was limited by definition to the child and his family.

Instructing Family in How to Duplicate Outside Resources at Home consisted of those paraprofessional activities in which the parent/community worker acted as a teacher for the students or their parents. This would include such actions as "Trading ideas with families about good buys in clothing, food or housewares," and "Discussing with a student how to dress on a job, show up on time and keep a time sheet."

Pilot tests of these five categories for functions revealed that a series of linkages often developed during social activities. These activities were arranged into two sub-categories: one involved formal socializing, which included plays, assemblies, carnivals, providing refreshments at meetings, etc., while the second included the casual everyday meetings which take place among people who live or work in the same area.

The first concept, Formal Socializing, was represented in the checklist by such items as: "Making refreshments or decorations for a school play, a meeting, or special program" and "Organizing a school party or fair: getting refreshments, hiring a band, setting up exhibits or rides."

The second idea, casual informal contact, was represented by questions in the section entitled "Your Neighborhood" located at the end of the first half of the Job Description questionnaire which was discussed earlier.

Instrument Design

Both the items which had been generated under the classroom paraprofessional categories and those items which had been developed with the parent/community paraprofessional model were scrambled into a 175-item checklist. This was done deliberately to discover whether any real distinction in duties occurred among the paraprofessionals who are employed under eight different job titles and presumably do different kinds of work. The checklist was printed with four columns to indicate the frequency with which the activity was performed: Never, Once in a While, Fairly Often and Very Often.

The entire questionnaire was tested on successive occasions at P.S. 9 in Manhattan and at P.S. 57, also in Manhattan. Each pilot test resulted in significant revisions and helped to shape the final questionnaire.

The final form of the Job Description instrument was examined and approved by the Acting Director of the Bureau of Educational Research at the Board of Education.

Impact Instrument Development

A major purpose of the in-depth study was to discover the impact of the paraprofessional program on five target populations: paraprofessionals themselves, pupils, teachers, principals, and parents. For reasons given elsewhere in this report, IED became convinced that with a December 22, 1969 contract approval date and with schools closing in June, 1970 it would not be possible to take actual measurements of growth in pupils (as by comparing achievement test scores) or in other target populations (as by giving attitudinal questionnaires before and after paraprofessionals arrive). Instead IED decided to search for evidence of impact by talking with the five target populations themselves. There were several reasons for this decision: (1) the target populations are the most frequent observers of paraprofessional activities, (2) unlike IED, the target populations could make "before-and-after" observations because they were on hand before and after the paraprofessional program started, (3) as the targets, they would be best able to explain how they had been personally affected by the program, (4) the outcomes of paraprofessional activities are so multiple and diverse that interviews offer the best chance for gathering the full range of data necessary to judge the program, and (5) asking similar questions of several observers offered the chance of cross-checking their impressions about the program. Accordingly, a plan was developed for sending teams of field interviewers into schools to talk with paraprofessionals, pupils, teachers, principals, and parents.

Interview guides had to be developed for each target population. It seemed best not to structure the interview guides too closely, but to equip interviewers with general questions which would stimulate respondents to reveal what they thought was most important about the paraprofessional program. In addition, it seemed wise to make each questionnaire fairly redundant in order to cross-check answers and to make the group of questionnaires deliberately overlapping so that each target population could give its views on a set of topics common to all. (See Appendix M, p. A-69 for a complete set of Impact instruments.)

After making an initial distinction between classroom paraprofessionals and their related targets, and parent/community paraprofessionals and their related targets, the following set of 15 interview guides was developed:

A. Interview Guides for Classroom Paraprofessional Targets

1. Classroom paraprofessionals
2. Pupils in Grades K - 2
3. Pupils in Grades 3 - 6
4. Junior high pupils
5. Teachers
6. Parents

B. Interview Guides for Parent/Community Paraprofessional Targets

1. Parent/community paraprofessionals
2. Pupils in Grades K - 2
3. Pupils in Grades 3 - 6
4. Junior high pupils
5. Teachers
6. Parents

C. Auxiliary Trainer Interview Guide
D. Parent Program Assistant Interview Guide
E. Principal Interview Guide

In many instances the same questions were used in both the classroom and parent/community interview guides, but an effort was made to preserve the distinctions between them. Separate forms (C and D) for the Auxiliary Trainer and the Parent Program Assistant were found to be necessary since pilot testing revealed that the roles performed by these two auxiliaries fit neither the classroom paraprofessional classification nor the parent/community paraprofessional classification. The principal, as the general supervisor of both types of paraprofessionals, and as observer of the impact of both, was asked about classroom paraprofessionals and parent/community paraprofessionals in the same form.

In the questionnaires, each target was asked about the effects of the paraprofessional program both on himself and on other target populations. However, not every target was asked about every other target or about every effect. The questions were limited to those areas where significant impact was likely (as foreshadowed by previous research) and where the impact was appropriate for the target (school achievement of pupils but not of teachers) and where those interviewed would have knowledge to contribute (parents, for example, were not asked about changes in the principal's role).

In addition to the 15 questionnaires previously mentioned, several other instruments were developed. A Team Summary Form was designed for use by each team at the end of each school visit. The teams were also asked, as were the principals, to designate one of the paraprofessionals they had interviewed in each school as "most effective" and another as "least effective."

Each principal and each teacher interviewed was asked to fill out two abbreviated versions of the Job Description checklist, identifying the five most valuable paraprofessional activities on the list, regardless of whether the paraprofessionals in their school were currently carrying on those activities. This instrument was constructed by shortening the original 175-item Job Description checklist into two separate checklists: one for classroom activities and one for the parent/community activities. The classroom list was shortened by taking only one or two items from each category. Where two activities were taken, one of the two items named a simple, routine non-professional activity while the other named a complex semi-professional activity. In developing the parent/community list, two items were taken from each area of concern. One item dealt with the function of Collecting Information, while the other dealt with the more elaborate activity of Matching. In summary, two separate short forms of the Job Description checklist were developed: one for rating the activities of the classroom paraprofessionals and one for rating the activities of parent/community paraprofessionals.

Research literature was examined by IED in selecting items for the complete set of Impact instruments. Bowman and Klopf (1969) identified certain impacts on paraprofessionals themselves which could be expected as a consequence of their employment. They mentioned both personal development and the opportunity to learn principles of child development which they might use in working with their own children.

The research literature also indicated that the role of the teacher would probably be changed by the arrival of paraprofessionals. Some researchers reported that aides tended to relieve the teachers of routine duties which could be considered non-professional. Pearl (1965) reported, for example, that paraprofessionals could assume some of the less professional tasks of the teacher. Shipp (1967) reported that the Oakland, California teacher aide program was designed to relieve the teacher by having the aide perform routine clerical duties. Heinemann (1963) agreed with this definition of the aides' role. On the other hand, some investigators found aides doing a mixture of non-professional and semi-professional duties. One example occurred in the Bay City, Michigan experiment as reported by McClusky (1956). According to classroom teachers in Bay City, the greatest help they received from aides was relief from clerical duties and help with the individual drilling of slow learners. Similarly, Rittenhouse (1969) reported that teachers in Los Angeles appreciated assistance with instruction as well as help with record keeping and taking care of materials and supplies. Bowman and Klopf (1969) reported that auxiliaries relieved the teacher of non-teaching tasks and also worked with children in small groups while the teacher worked with other groups. Humphreys (1966) also found that an aide may assist the teacher by working with a single child, or a small group, while the teacher directs the activities of the general group.

Researchers also reported impacts on pupils. Shipp (1967) in another reference to the Oakland, California use of aides, explained that the goals of the teacher aide program in that city were to provide more frequent adult-child contacts within the classroom setting. Bowman and Klopf (1969) pointed out that the paraprofessional could provide pupils with more individual attention, a chance for mobility in the classroom, and a chance to participate in innovative instructional activities.

Professional literature is almost silent on how the principal of the building is affected by the arrival of paraprofessionals. A single reference was found in Bowman and Klopf (1969), where it was pointed out that the principal is given one kind of solution--though not necessarily the best solution--to the dilemma of meeting an increased need for school services when he cannot obtain the professional personnel needed to provide such services.

Research investigations have pointed out that parents can also be affected by paraprofessional services. Bowman and Klopf (1969) pointed out that auxiliaries could improve communication between parents and the school since they were able to explain parents' views to the teachers as well as to explain teachers' views to the parents. Rittenhouse (1969) noted that aides visit children's homes and presumably improve school/community relations. Pearl (1965) also felt that the paraprofessional could serve effectively as a bridge between school and parents. The same investigator said that paraprofessionals could assist parents who were isolated, through lack of knowledge, from sources of help and opportunity.

IED supplemented its examination of the literature by a careful review of the Board of Education's district decentralized ESEA Title I and New York State Urban Education project proposals and by holding extensive conversations within its own staff and with consultants. A sorting out and classification of those ideas resulted in the following matrix of possible impacts:

POSSIBLE IMPACTS
on All Five Target Populations

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4
ROLE Student Worker Parent	2	5
SETTING School Community	3	6

ATTITUDES

7	FUTURE ROLE Student Worker

Simply stated, the assumption behind the matrix is that each individual (self) performs some role in some setting and that either his knowledge and skills or his attitudes can be changed with regard to his person, his role, or his setting. The matrix accordingly shows two types of impact: (1) knowledge and skills, and (2) attitudes; it also shows three areas of impact: (1) the target himself, (2) the role he performs as student, as worker, or as parent, and (3) the setting in which he finds himself, be it school or community. For example, cell 2 indicates that as a result of having paraprofessional services available a person might gain additional knowledge and skills in his role as a student, as a worker, or as a parent.

While theoretically any impact is possible for any target population (so long as he is occupying a specified role) the research literature and the New York City project proposals led IED to expect, for each separate target population, only certain combinations of types and areas of impact. Those combinations are detailed below.

Impact on Paraprofessionals. The matrix below indicates that IED sought to find whether paraprofessionals had improved in their knowledge and skills as workers and as parents (cell 2) or as members of the community (cell 3). IED also looked for attitudinal change in paraprofessionals toward themselves (cell 4), toward their jobs (cell 5), and toward the school or community (cell 6). In addition, IED sought to determine paraprofessional attitudes toward their future roles (cell 7) as students (did they plan to continue their own schooling) and as workers (did they plan, for example, to become teachers).

Paraprofessionals

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4 X
ROLE Student Worker Parent	2 X X	5 X
SETTING School Community	3 X	6 X X

ATTITUDES

7

FUTURE ROLE
Student X
Worker X

Impact on Pupils. IED assumed that pupils might have their knowledge and skills as students (cell 2) or their social behavior as members of school or community (cell 3) improved through paraprofessional assistance. It was also assumed that pupil attitudes toward themselves (cell 4) might be significantly altered, as might pupil attitudes toward the school or the community (cell 6). Moreover, it was assumed that a student's attitude toward his future role as a student or as a worker might have been influenced by his relations with paraprofessionals (cell 7).

Pupils

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4 X
ROLE Student Worker Parent	2 X	5
SETTING School Community	3 X X	6 X X

ATTITUDES

7

FUTURE ROLE
Student X
Worker X

Impact on Teachers. The matrix below shows that IED asked whether teachers had changed their knowledge and skills on the job (cell 2) or their social behavior outside school (as in relating more closely to neighborhood residents) as a result of paraprofessional services. IED also asked whether teachers had changed their attitudes toward themselves (cell 4) or toward their jobs (cell 5) or toward the school or community in which they worked (cell 6).

Teachers

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4 X
ROLE Student Worker Parent	2 X	5 X
SETTING School Community	3 X	6 X X

ATTITUDES

7 FUTURE ROLE
Student
Worker

Impact on Principals. The matrix below shows that IED sought to find whether the principal's role or his job knowledge and skills (cell 2) had changed after the arrival of paraprofessionals or whether his knowledge and skills relating to the community (cell 3) might have been influenced. IED also sought to find whether the principal's attitudes toward himself (cell 4) or toward his job (cell 5) or toward the school or the community (cell 6) had been affected.

Principals

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4 X
ROLE Student Worker Parent	2 X	5 X
SETTING School Community	3 X	6 X X

ATTITUDES

7

FUTURE ROLE
Student
Worker

Impact on Parents. The matrix below shows the assumption that parents may increase their knowledge and skills in dealing with their children (cell 2), or may shift their attitudes toward themselves (cell 4), or may modify their attitudes toward either the school or the community (cell 6) because of their association with paraprofessionals.

Parents

Type of Impact

Area of Impact	KNOWLEDGE AND SKILLS	ATTITUDES
SELF	1	4 X
ROLE Student Worker Parent	2 X	5
SETTING School Community	3	6 X X

ATTITUDES

7
FUTURE ROLE Student Worker

Instrument Design

Having classified the possible types and areas of impact for each target population, IED then constructed the 15 interview guides mentioned earlier. Items were developed to determine whether each one of the possible impacts on each separate target population had in fact occurred.

The entire set of instruments was tested in a pilot trial by a team of interviewers in P. S. 143 in Queens. The trial resulted in major modification of most of the instruments.

The completed set of interview guides was submitted to the Acting Director of the Bureau of Education Research at the Board of Education for his examination and subsequent approval.

Chapter 4

DATA COLLECTION PROCEDURES

The identification of paraprofessionals and the distribution and return of data-collection instruments are described in this chapter. The actual development of the instruments themselves is described at length in the preceding chapter.

Identification of Paraprofessionals

One of the initial tasks in this study was to locate a listing of the number, names, and the locations of the paraprofessionals employed in the New York City schools. After considering several alternatives, it was decided that the Board of Education's Paraprofessional Payroll 743 should be used.

The Office of Business Affairs at the Board agreed to make available to IED the complete set of approximately 9,000 computer cards from Paraprofessional Payroll 743. The cards were sorted by project numbers to identify those 2,802 paraprofessionals employed in the district decentralized ESEA Title I and New York State Urban Education projects.

IED was assured at the time that all paraprofessionals in both centralized and decentralized projects were paid through Paraprofessional Payroll 743. Later it became evident that the paraprofessionals in Districts 7, 12, and 14 were paid through the First National City Bank and, consequently, had not appeared in the Paraprofessional Payroll 743 printout. When the Bank's payroll was sorted according to projects, 793 paraprofessionals were located in the district decentralized programs of Districts 7, 12, and 14.

The total number of paraprofessionals in New York City district decentralized projects then became 2,802 plus 793 for a total of 3,595. However, because of late mailing of questionnaires to Districts 7, 12, and 14, and the resulting poor response rates, responses from those three districts were not included in this study since the few returns may have been biased.

Census Instrument Distribution and Return

With the valuable cooperation of the Office of Business Affairs, Census questionnaires were delivered to the 2,802 paraprofessionals with their March 13, 1970 paychecks. In order to insure a substantial return, IED followed these questionnaires with two reminder letters to these paraprofessionals. The remaining 793 paraprofessionals in "bank" Districts 7, 12, and 14 were mailed Census questionnaires along with Job Description questionnaires on May 20, 1970. Reminder letters were sent to these paraprofessionals also. (See Appendix I, p. A-23 for explanatory letters which accompanied the Census information.)

Usable questionnaires were returned by an unusually high 60 percent of the paraprofessionals (other than those in Districts 7, 12, and 14) by June 1, 1970. (See Appendix H, p. A-21.) Late mailing to Districts 7, 12, and 14 resulted in only 26 percent of the paraprofessionals returning questionnaires; their responses were not included in the analysis of the data, as indicated above.

Job Description Instrument Distribution and Return

The instrument was mailed to the schools on May 20, 1970 to every third name on the list of Educational Assistants and to every paraprofessional of any other title.*(See Appendix J, p. A-26 for explanatory letters which accompanied the Job Description instrument.) A total of 1,529 questionnaires were mailed. Of these, a substantial 49 percent were returned in usable form. (See Appendix H, p. A-21.) A 22 percent response rate from Districts 6, 12, and 14 was too far below the city-wide 49 percent rate to allow their inclusion.

Impact Instrument Distribution and Return

IED altered its original plan for an "in-depth study of approximately 20 projects" to study 50 project schools instead. (Projects often embrace a number of schools.) Factors which influenced this decision were: (1) the belief that decisions which would shape the paraprofessionals' roles and determine their impact are made more frequently at the school level than at the project level, (2) project proposals often state objectives in such general terms that it seemed best to ascertain from each school what its objectives for paraprofessionals were, and (3) visiting 20 projects would have sent interview teams into many schools where the number of paraprofessionals was too small to warrant site visits.

For the purpose of selecting a representative city-wide sample of 50 schools, IED gathered and recorded data for each of the 444 schools employing the 2,802 paraprofessionals included in this study. Information was collected as to borough, district, enrollment, ethnic composition, number and titles of paraprofessionals as well as the kinds of projects in the school and the objectives of those projects. Out of these 444 schools, 80 were chosen with the primary criteria being the number and diversity of paraprofessional positions in the school. In order to make a team visit worthwhile, no school was chosen if it had fewer than 8 paraprofessionals. In addition, because of the limited number of

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*Educational Assistants were only sampled because of their substantial number (and to save many people the task of filling out a long questionnaire) while all other types of paraprofessionals (who are fewer in number than the Educational Assistants) were questioned to make certain of having enough data on each type to make valid comparisons.

parent/community paraprofessionals in the city, favorable consideration was given to schools which had several such positions. The requirement that a school have 8 paraprofessionals eliminated all high schools and all parochial schools since none had more than 5 paraprofessionals. This decision seemed particularly justified because out of the total of 444 schools, there were only 7 high schools and only 15 parochial schools.

The 80 eligible schools were sent letters explaining the purposes of the paraprofessional study and requesting that IED be allowed to send a team of interviewers to the school for one day to talk with paraprofessionals, pupils, teachers and principals. (See Appendix K, p. A-30 for a copy of the explanatory letter and related material which preceded the Impact Survey.) Of the 80, 58 schools responded affirmatively. The first 50 to respond were selected for visiting. There were 38 elementary schools and 12 junior high schools in 20 school districts in 4 boroughs, Staten Island having no schools with 8 paraprofessionals. (See Appendix G, p. A-16, for a list of the 50 schools.)

Eight teams of interviewers from Queens College were selected, trained, and scheduled with the assistance of Professor Jack Seiferth. Each team consisted of one professor, who acted as the team leader, and four graduate students. The teams were trained in the use of the instruments on May 18 and May 25; they visited the schools during the following weeks. Each of the interviewing teams made one-day visits to at least 6 schools during the last two weeks of May and the first week of June. (See Appendix C, p. A-3, for the names of the team leaders and interviewers.)

The basic scheme for having the teams select persons for interviews was first to have them locate a paraprofessional (eight paraprofessionals had been previously identified by IED in each school); second, to have that paraprofessional identify the teacher with whom he usually worked (three teachers in the case of parent/community paraprofessionals); third, to have the paraprofessional name five pupils with whom he worked frequently (three pupils in the case of parent/community paraprofessionals); and fourth, to have the paraprofessional identify three parents with whom he worked. (Paraprofessionals were not always intellectually able to nominate the number of teachers, pupils, and parents requested by IED.) The principal of each building was also interviewed. Each person nominated was sought for individual interviews, except in the case of pupils, who were sought for group interviews.

All interviews with paraprofessionals, pupils, teachers and principals were conducted at the schools in person. However, parents were telephoned either during the visit or at a later time. (See Appendix L, p. A-36, for a complete set of materials explaining the numbers to be interviewed and the interviewing schedule.)

The teams had mixed success in reaching persons for interviews. (See Appendix H, p. A-22.) For the 50 principals, the success rate was 100 percent. A total of 289 out of 312 classroom paraprofessionals were reached

for a total of 93 percent. Parent/community paraprofessionals were less available for interviews (some being out in the community during the site visits); 63 out of the 88 sought were reached, for a total of 74 percent.

As indicated earlier, not all the paraprofessionals nominated the full number of teachers, pupils and parents requested of them by IED and not all those nominated were reached by the visiting teams. Of the 312 teachers sought from classroom paraprofessionals, 233 (75 percent) were eventually reached by the teams, while of the 264 teachers sought from parent/community paraprofessionals, only 74 (28 percent) were eventually reached by the teams.

Pupils were more difficult to reach. Of the 312 group interviews with pupils sought from classroom paraprofessionals, 177 (57 percent--a reasonable fraction) were reached by the teams, while of the 88 group interviews with pupils sought from parent/community paraprofessionals, 17 (19 percent--a disappointingly low fraction) were reached.

The attempt to reach parents by telephone met with many difficulties, including the absence of telephones in homes, parents being away, and language barriers of various kinds. Of the 936 parents sought from classroom paraprofessionals, only 199 (21 percent) were reached by the teams; whereas of the 264 parents sought from parent/community paraprofessionals, only 38 (14 percent) were eventually reached.

All told; 1,140 individual and group interviews were completed and reported. Despite the limitations cited above, these reports represent a substantial amount of evidence from the five target populations as to how they believe they have been affected by the paraprofessional program.

Chapter 5

DATA ANALYSIS PROCEDURES

Methods of analyzing data are presented separately in this chapter for: (1)the Census Instrument, (2)the Job Description Instrument, (3)the Impact Instrument, and (4)the linking of data from all three instruments.

A general decision was made not to use tests of statistical significance in analyzing most of the data gathered in this study. The reasons were as follows:

1. Because there was no way of guaranteeing response to the mailed Census Instrument and Job Description Instrument, all respondents were self-selected, introducing an unknown degree of bias in the results. It was assumed that the bias could easily override any apparent statistically significant differences, or the lack of them.

2. Small differences, even though statistically significant, would not be sufficient to justify a change in recruitment of or assignment policies for paraprofessionals.

3. Descriptive statistics seemed appropriate for an initial study since hypotheses could not be drawn sharply without first having a description of the phenomena being studied.

4. The chances for error in data gathered by the Impact Instrument--given the bias inevitably introduced by allowing paraprofessionals to nominate the pupils and parents who would be interviewed about their work and given the inaccessibility of many individuals for satisfactory interviews--were so great that tests of significance would give an appearance of precision not justified by the data.

The limitations in the data which make tests of significance inappropriate do not necessarily reduce their utility as discriptive information about the program.

Correlational analysis was rejected for showing in detail how two variables were related as being less useful than the actual display of the data. For example, hidden behind a single coefficient of correlation could be the fact that there were thresholds or ceilings beyond which relations no longer held or were even reversed. Moreover, many of the key variables, such as ethnic background or paraprofessional title, could not be scaled and thus were inappropriate for quantification and correlation.

Census Instrument Data

Two methods were used in analyzing data from the Census questionnaire: (1)frequency distributions for all but a few questions were developed, and (2)significant variables were selected for cross-tabulations.

Frequency distributions, with only a few exceptions, were constructed for each Census Instrument question where multiple choice answers were offered. The frequency distributions displayed both raw data and percentage figures, with all percentages computed according to the number of responses to each individual question. That is, where a respondent could check more than one answer to a question and there are more responses than respondents, percentages are nevertheless calculated according to the number of responses.

The answers to certain questions were combined to construct statistics which could not be derived directly from the answers. For example, the question concerning total family income and the question asking how many people were dependent upon that income were combined to produce a figure for per capita income. In another case, a question which asked how many hours the paraprofessional worked in a typical week was combined with information about Board of Education paraprofessional pay rates to produce a figure showing weekly earnings for each paraprofessional.

Where multiple choice answers were not made available, as in the questions dealing with previous job experience and current other jobs, and the questions dealing with membership in community organizations, data were categorized and given special analysis. Previous jobs and current other jobs were classified into standard U.S. Census job categories with the categories ranked by social status, income, and education requirements. The data for previous jobs were presented in two forms, the first being a frequency distribution of the jobs people held immediately prior to becoming paraprofessionals and the second being a frequency distribution of "career direction" (either "upward," "stable," or "downward") as shown by any shift in job rank. The data for current other jobs were presented in the form of a frequency distribution only. Data for membership in community organizations were first coded into a set of categories modified from those originally developed by Wattenberg (1968). One resulting table showed the number of memberships held by paraprofessionals; a second table showed the types of memberships held.

In a few cases Payroll 743 contained more complete data about projects than were yielded by paraprofessionals' questionnaire responses. In such cases, data were taken from Payroll 743.

A number of cross-tabulations were made where the relation between two significant variables was of interest. Most such cross-tabulations involved the use of the seven key variables first mentioned in the earlier section on Census Instrument Development. It seemed reasonable that out of the hundreds of cross-tabulations possible with the 35 items of census information, the seven key variables should be selected for attention. A few other relevant cross-tabulations involving other significant variables were also selected.

Job Description Instrument Data

As mentioned earlier, the Job Description Instrument was divided into two sections: (1) job history and work setting and (2) specific job activities. Frequency distributions were developed for 21 of the 22 items appearing in section (1). Data from the remaining question dealing with previous

paraprofessional job title (if any) was shown in two forms. One table displayed the frequency distribution of paraprofessional job titles previously held by respondents. The second table showed how many paraprofessionals had moved upward within paraprofessional ranks during the period 1965-1970. (To make such an analysis possible, each job title was ranked according to the Board of Education pay scale for that title.)

The 175-item activity checklist in section (2)--which appeared in the questionnaire in scrambled format--was rearranged into the original activity categories for analysis and presentation. (See Chapter 3, "Instrument Development", for a discussion of how items for the job activity checklist were originally generated and classified.) Factor analysis was considered as an alternative way to cluster the 175-job activity items, but was rejected as being unnecessary for the purposes of the current study. (It is possible and would probably be desirable to perform a factor analysis in any future examination of the data.) A frequency distribution of paraprofessional tasks was presented by activity category and by specific job activities.

Cross-tabulations centered around one major variable from each section. Job title was chosen from section (1) and activity category was chosen from section (2). Both these variables were cross-tabulated with each other and with other variables from section (1), yielding a set of relationships among job title, job history, job setting, and job activity categories. In addition, job activity categories were cross-tabulated both with the seven key variables, with other selected variables from the Census Instrument, and with some data from Paraprofessional Payroll 743. (Job title had already been crossed with variables from the Census Instrument and from Payroll 743 during the analysis of the Census data.)

Impact Instrument Data

Data from the fifteen different interview guides used in the Impact survey were analyzed in two ways: (1) short answers were classified into three or four simple categories, as described below, and (2) long answers were taken apart and their elements classified into a more complex set of categories as described below. There were too few interviews with elementary pupils in grades K-2 and too few interviews with junior high pupils nominated by parent/community paraprofessionals for data from those two sets of interviews to be included.

The open-ended style of the interview questions permitted respondents to give answers of any length. Many short answers could be classified into categories such as the following:

Yes		Better
Somewhat	or	No change
No		Worse

Once the short answers had been coded into such categories, a more elaborate coding system was designed to classify the longer answers,

which were extremely diverse and difficult to categorize. The possibility of simply listing "typical" responses to each question was considered and rejected. The redundance which was deliberately built into the questionnaire suggested another possibility--a possibility reinforced by the fact that the respondents often did not answer the specific question posed to them but said something relevant to the paraprofessional program even though not responsive to the question. The possibility was to treat all interview questions as though they were general probes intended to stimulate any comments the respondent cared to make about the paraprofessional program. Adopting this possibility allowed all answers to be combined, and then classified, regardless of the questions which triggered them. A content analysis showed that answers could be coded according to the "area of impact" of the paraprofessional program. That is, some answers showed that the respondent viewed academic achievement as the prime area of impact, while others thought that pupil attitude towards school had been most noticeably changed by the work of paraprofessionals, while still others pointed to school-community relations as the prime area of impact. Categories for area of impact came in part from those developed for the Job Description Instrument and partly from an examination of responses to the Impact questionnaires, which showed that new categories had to be generated.

The major areas of impact which appeared are listed below. (See Table 11 for the subdivisions of each area.)

1. paraprofessional activities
2. target populations
3. group size
4. subject fields
5. pupil activities
6. personal growth
7. relating to others
8. areas of concern
9. benefits

Each single answer was broken apart and its elements categorized by area of impact. Some answers contained only a single element while other answers were richly elaborated and contained many elements. A typical single-element answer might be "I think paraprofessionals have helped pupils." A typical multiple-element answer might be "Paraprofessionals have helped small groups of slow learners with homework in arithmetic." The result of this method of analysis was to count the frequency with which those interviewed mentioned various types of impact on themselves and on the four other target populations, whether or not the specific question requested such answers.

One question on the principals' and teachers' questionnaires was treated differently. School building principals and teachers were asked to name the five most important characteristics of a good paraprofessional. Their answers to this open-ended question were categorized and a table was developed showing the frequency with which each characteristic was mentioned.

In addition to the 15 general interview guides described above, frequency distributions were also calculated for the team summary form and the checklist of "most valuable paraprofessional activities" completed by principals and teachers.

Linking Census, Job Description, and Impact Instrument Data

It seemed highly desirable to connect data from all three instruments so that the personal background characteristics of paraprofessionals and their job assignments could be related to judgments about their effectiveness. In doing this, attention was limited to two measures from the Impact survey: (1) the identification by principals and the interviewing teams of the "most effective" and "least effective" paraprofessionals in their buildings, and (2) the ten "areas of impact" named the most often by teachers. (Impacts of the program as reported by other target populations were not used in this analysis: paraprofessionals were assumed to be too personally involved to make an objective judgement of their own impact; pupils, especially at the elementary level, were assumed to lack sufficient insight and experience to judge accurately; and parents were assumed to be too far removed from the sphere of paraprofessional activities to be accurately informed.)

Principals' effectiveness ratings and the ten major impacts reported by teachers were cross-tabulated with all Census data and with data from the job history and work setting and job activities (the 19 activity categories were used) sections of the Job Description questionnaire. Tests of statistical significance were applied to these cross-tabulations.

Comparing Data for ESEA Title I and New York State Urban Education Paraprofessionals

So that it would be possible to compare selected personal background characteristics of paraprofessionals from the Federal and State programs, seven key variables were selected from the 35 appearing on the Census Instrument. Frequency distributions of responses to the seven questions were tabulated separately for Federally-funded and State-funded personnel. Similarly, separate frequency distributions were prepared for paraprofessionals in the Federal and State programs for a representative sample of questions from the Job Description Instrument. The sample was taken from not only the 21 items of information about job history and work setting which appear in the first section of that Instrument, but also from the 175 items appearing in the detailed activity checklist which constitutes the second section of the Instrument.

Chapter 6

FINDINGS AND IMPLICATIONS

Whatever may be wrong with the paraprofessional program, none of it can outweigh what IED found about its success. Wherever we looked -- at the kind of people employed as paraprofessionals, at the kind of work they are given, or at the impact they have on their targets -- the program looked extraordinarily good. In fact, it seems to be so well managed and so effective that it is not easy to suggest improvements. The detailed findings behind this general conclusion and the implications for possible modification of the program are presented in this chapter.

The Characteristics of Paraprofessionals

What are paraprofessionals like? What kinds of people has the Board of Education employed for this significant new role in the schools of the City? This section draws answers to those questions from the 1,671 Census Instruments returned by the 2,802 people to whom they were mailed. (The development of the instrument is described in Chapter 3, "Instrument Development," and the procedures for administering it are described in Chapter 4, "Data Collection Procedures.")

The following description of the typical paraprofessional was constructed from the modal responses to the questionnaire. (See Appendix M, p. A-43.)

The Typical Paraprofessional. The typical New York City paraprofessional is a 35 year old married Black woman who has two children in her home, one of them in elementary school and the other in high school. Her husband is head of the household and her wages as a paraprofessional contribute less than half of the $6,500 a year earned by the family. Since that $6,500 supports the paraprofessional, her husband, and the two children, it amounts to a per capita income of just over $1,500 per year. She has no paid employment other than her work as a paraprofessional.

She was born in the South, spent most of her childhood in a large city, and has lived in New York for more than 15 years. She has a high school diploma but received no vocational training either in high school or on a job later.

She works 22 hours a week as an Educational Assistant in a district decentralized ESEA Title I project at an elementary school in Brooklyn and lives in the immediate neighborhood of the school where she works. In her paraprofessional job, she spends almost all of her time with Black and Puerto Rican children and their parents.

In short, the typical paraprofessional has all the characteristics the literature says she should have: she is a member of an ethnic minority, her education is modest, her family income is low, she has children at home, and she works primarily with children who share her ethnic background.

The Range of Paraprofessional Characteristics. Although not all paraprofessionals are alike, most of them are quite similar to the typical paraprofessional described above. Those who differ most are Student Aides, high school students employed to work part time. Without them, the "typical" paraprofessional would be even more typical. Although they constitute only 10 percent of all paraprofessionals, they make up almost all of the 12 percent who are under 20 years of age, the majority of the 18 percent who are single, and half of the 6 percent who are males. The range of many statistics, such as hours of employment, is extended downward by the presence of these Student Aides.

Most paraprofessionals are between the ages of 25 and 50, but some are under 20 and some are over 60.

Almost 55 percent of all paraprofessionals are Black, with the remainder split evenly between Puerto Ricans and Whites. Only a negligible number of other minorities are employed.

Almost 95 percent of the paraprofessionals are women. The fact that almost no adult males are employed may be because school principals prefer women to work with elementary and junior high children or because men do not want paraprofessional jobs. The second factor is almost certainly at work. A job which runs less than 40 weeks a year and employs a person less than 25 hours a week at $1.75 to $3.50 per hour would barely support a single man and could hardly support a family, although a number of paraprofessionals seem to be attempting just this, as explained later.* Even as supplementary to a man's regular work, paraprofessional employment pays less than many of the other jobs available in New York City. Thus, even if school principals do seek male paraprofessionals, candidates may be difficult to recruit.

Although the typical paraprofessional does not head her household, a remarkable 27 percent of all paraprofessionals do. And 15 percent of all paraprofessionals supply virtually all of their families' income from paraprofessional wages, in some cases supporting children. Those who try to do this may have been one of the strong sources of pressure for higher wages directed to the Board of Education last spring.

While about 70 percent of the paraprofessionals have children of school age living with them, less than 25 percent have preschool children. Evidently having preschool children in the home makes it difficult to take a job. Only about 25 percent of paraprofessionals have children over 18. Apparently paraprofessionals both seek and are sought for employment at about the time their youngest child enters elementary school and before their oldest graduates from high school. Paraprofessional employment is not helping support large families among the poor, perhaps because the mothers cannot work the required number of daytime hours.

Paraprofessionals come from families whose total incomes range from less than $3,000 to more than $15,000 per year. While the majority earn between $3,000 and $9,000 a year, 20 percent earn less than $3,000 and thus can be classed as quite poor. At the other end of the scale, the 9 percent from families earning more than $12,000 per year are presumably making a useful but not essential contribution to their family incomes.

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*The pay rates quoted in Appendix D, p. A-4 and the references to pay rates throughout this report were established for 1969-70. Rates have been raised since.

Almost 95 percent of all paraprofessionals hold no other job. They live in families whose members draw virtually no support from unemployment compensation or disability payments and very little support from social security, welfare payments, or other forms of non-employment income. In short, the heavy majority of paraprofessionals come from families who work for a living and who are self-supporting.

Although the typical paraprofessional has a high school diploma, roughly 25 percent stopped at various points before grade 12 and 20 percent completed one or two years of college. A very small proportion reported having completed four or five years of college. The presence of college-educated persons in paraprofessional ranks has several explanations. Many have enrolled in college courses through participating in the Career Ladder Program. The group with four or five years of college work (sometimes course work not leading to degrees) includes persons from other countries whose pattern of course work does not qualify them for certification.

A large minority (47 percent) had vocational training either in high school or later, usually in business or office work but sometimes in nursing or in trades and crafts. A high proportion (about 25 percent) report having had previous training in community and civic activities, an area closely related to their current work.

Although the typical paraprofessional was born in another state, 38 percent were born in New York City. Only 2 percent were born in the suburban ring (within 100 miles of the City) and very few spent their childhood in the suburbs. Most grew up in the South, usually in a large town or city, but 25 percent had a rural upbringing.

Newcomers to New York City do not get jobs as paraprofessionals. Over 85 percent have lived in New York more than 10 years.

Except for Student Aides, many of whom work less than 10 hours per week, almost all paraprofessionals are employed for 15 to 30 hours per week, with the typical paraprofessional working 22 hours.

Almost 85 percent of all paraprofessionals are employed in classroom work as Educational Associates, Educational Assistants, Teacher Aides, or Student Aides, with the remainder employed as parent/community paraprofessionals. The figures indicate a clear school preference for direct service to pupils during the school day.

About 75 percent of all paraprofessionals are supported by district decentralized ESEA Title I funds, with the New York State Urban Education Program supporting the remaining 25 percent. (This is in proportion to the funding level of the two programs.) Brooklyn and Manhattan school districts share 67 percent of the paraprofessionals about evenly while the Bronx and Queens divide the others equally between themselves. Paraprofessionals are usually assigned to elementary schools (over 75 percent) with almost all others assigned to intermediate and junior high schools. Senior high schools get virtually none.

Almost all paraprofessionals (86 percent) live in the school district where they are employed. Many live within a few blocks of the school where they work.

Because most schools receiving paraprofessionals have a heavy majority of Black or Puerto Rican students with a minority of Whites and others, 90 percent of all paraprofessionals spend at least some of their time with Blacks, 80 percent spend some time with Puerto Ricans, and 50 percent or less spend any time with Whites or others. In short, paraprofessionals spend the great bulk of their time with minority groups, as is intended.

Seven Key Variables

Certain characteristics of paraprofessionals are much more important than others, given the objectives of the program. As explained in Chapter 3, "Instrument Development," seven characteristics of paraprofessionals are closely associated with success according to previous research and professional literature on the subject. Some characteristics are important because paraprofessionals themselves are one target of the program; other characteristics are important because paraprofessionals are expected to link school and community; still others are thought to be essential if pupil achievement -- the ultimate target of the entire program -- is to improve. Findings on the seven key characteristics of paraprofessionals are presented below, along with a reminder as to why each one is considered significant. These data were constructed from both modal responses to the Census questionnaire and cross-tabulations of specific characteristics.

Ethnic Backgrounds. Paraprofessionals from ethnic minorities are expected simultaneously to improve themselves, strengthen school-community ties, and serve as models of admirable behavior for children from similar backgrounds. Over 80 percent of all paraprofessionals come from non-White minorities, with about 55 percent being Black and about 18 percent being Puerto Rican. This distribution is in proportion to the number of disadvantaged pupils in New York City coming from those minority groups.

Young Blacks do not show up in the ranks of paraprofessionals; jobs for young paraprofessionals such as Student Aides go disproportionately* to Puerto Ricans and Whites. However, most Puerto Ricans, like most Blacks, show up in the middle age groups (30-45) -- at that point in life when extra income is most needed to support the family. In contrast, Whites are relatively more frequent in the younger (under 30) and older (45 and up) age brackets. It may be that paraprofessional wages are too low to attract Whites when they need extra money and only appeal to them when they are young enough or old enough to take the job as an interesting challenge rather than because of what it pays. Whatever the reason, it is clear that the ethnic minorities not only get most of the paraprofessional jobs but also get them in their middle years when supplementary family income is most needed.

Among the few male paraprofessionals (most of whom serve as Student Aides), Orientals appear more often than would be expected from their total number in the program, while Blacks and Puerto Ricans are underrepresented. This may be because Black and Puerto Rican boys are not interested in working with children, because they do not seek associations with school officialdom, or because those who volunteer are not qualified. Whatever the cause, the schools seem to be missing one opportunity to help Black and Puerto Rican boys take an interest in schoolwork and simultaneously serve as models to other children.

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*More than would be expected from the total number of each group in the program.

In per capita family income, paraprofessionals rank from lowest to highest in this order: Puerto Ricans, Blacks, and Whites Nearly 50 percent of the Puerto Ricans and 40 percent of the Blacks fall in the bottom one-fourth of the per capita income distribution: $0-$1,499. Although almost all paraprofessionals come from low-income families, it seems that paraprofessional earnings are a more important income supplement to Puerto Ricans and Blacks than to Whites.

Twice as many under-educated Puerto Ricans as Blacks and Whites are being assisted by the paraprofessional program. About 40 percent of the Puerto Ricans lack a high school diploma as compared to about 20-25 percent of Blacks and Whites. However, paraprofessional jobs do not go primarily to people without a basic education: over 50 percent of those in every ethnic group hold a high school diploma. In fact, about 25 percent of the Blacks and Whites have some college. Insofar as it is intended to employ those without a high school diploma, the program is working better for Puerto Ricans than for Blacks.

As an entry-point to paid employment, paraprofessional jobs are working especially well for Puerto Ricans, many of whom have never had a previous job. For many other Puerto Ricans as well as Blacks (about one-third of both groups) their paraprofessional job is a step up the occupational ladder from previous blue-collar employment. Whites are more likely to have held white-collar positions and are not experiencing the same occupational lift, as explained later.

Most paraprofessionals do not hold any other job, as indicated earlier. This is true across all racial and ethnic populations.

Paraprofessional work can be considered a form of vocational training because of the apprentice-like relationship the paraprofessional has to the teacher. She is under almost constant supervision and is engaged in teacher-like behaviors. Moreover, paraprofessionals are given some formal training for their work and are encouraged to continue their own general education. One half of all paraprofessionals reported that they had received no vocational training previously: 67 percent of all Puerto Ricans fell into this category. Thus it is evident that for a significant proportion of those employed, paraprofessional work is not only a first job or a better job but also a job which provides the first vocational training they have had.

Ethnic Backgrounds of Target Populations. If paraprofessionals share the same ethnic and racial backgrounds as their target populations, there will be a mutual understanding, a sense of trust, and an ease of communication between the two. Moreover, seeing a member of his own racial or ethnic group performing successfully in a respected semi-professional role may inspire the target population to greater self-regard and raise their expectation of what they themselves may achieve. These fundamental assumptions underlying the paraprofessional program were drawn from the literature on the subject.

The data show that most of the target population, like most paraprofessionals, are Black, creating a desirable match. At the same time while most Puerto Rican paraprofessionals work with Puerto Rican children and their families, the proportion of Puerto Rican children exceeds the proportion of Puerto Rican paraprofessionals. What this means is that while a Black child is quite likely to have a Black paraprofessional, Puerto Rican children will often have Black or White paraprofessionals, from whom they presumably draw less benefit than if they were assigned to Puerto Rican paraprofessionals. This may be because Puerto Ricans are more widely dispersed throughout the schools of New York City, whereas Blacks are more concentrated in certain locations, creating majority-Black and minority-Puerto Rican classrooms to which Black paraprofessionals are assigned. As far as Orientals and other ethnic minorities in the New York schools are concerned, they have little or no contact with paraprofessionals of similar background.

Over 75 percent of all the children and families served come into contact with paraprofessionals who have graduated from high school or entered college. This is true for Puerto Ricans and Whites but is especially true for Blacks since the Black paraprofessionals are the best-educated group. Similarly, Black target populations are more likely than Puerto Ricans to come into contact with paraprofessionals who are active in the community since the data also show Black paraprofessionals to be more active in this area than Puerto Ricans.

Per Capita Family Income. Both ESEA Title I and the New York State Urban Education Programs intend to raise the income of poor families through the paraprofessional program. Moreover, a low-income paraprofessional is expected to communicate more easily with low-income children and their families and thus to link the school to the community more effectively than high-income paraprofessionals.

A per capita income of $1,000 per year can be considered the minimum necessary for survival at the poverty level in New York City. About 20 percent of all paraprofessionals reported per capita family incomes below the $1,000 level. Another 35 percent reported per capita incomes of $1,000 to $2,000 per year, a modest income for New York City residents. About 25 percent fell in the $2,000 to $3,000 range, a moderate income, while the remaining 20 percent said they live in families whose annual per capita incomes range from $3,000 to $5,000 and over.

It is clear from these figures that the bulk of the funds are used to support paraprofessionals from families of low to moderate incomes, in keeping with one of the objectives of the program. At the same time, that particular objective is not being achieved by hiring as paraprofessionals that 20 percent of the group whose per capita family incomes are above $3,000 per year. These higher-income paraprofessionals tend to be older than the average--most of them between 40 and 60 years of age--indicating that they come from families whose children may have grown up, leaving perhaps two adults at home to share the higher incomes which heads of households earn in their later years. It should be noted that the maturity and broader life experiences which these higher-income people contribute to the program may be quite valuable, even though employing them contributes nothing to the attack on family poverty.

Level of income and level of education are usually highly correlated. An examination of the data shows that this is not the case for paraprofessionals in New York City, partly because of the compressed range of incomes and because the twin criteria of low income and high school or college education select a special set of people from the general population. The effect is to produce a group of paraprofessionals who are better-educated than their incomes would lead one to expect. One result, as elaborated in the succeeding section, is that the program is presumably doing more for economically disadvantaged adults than it is for educationally disadvantaged adults.

One clear consequence of the way paraprofessionals are chosen is that the low-income children and families served by the program find themselves in contact with low-income paraprofessionals. That is, they do not gain the advantage of seeing high-income members of their own racial or ethnic groups. However, it is probable that the target populations identify more readily with people from their own income levels. And there are doubtless other ways to expose the target populations to high-income people from their own ethnic and racial backgrounds should that prove to be desirable.

Level of Education. The paraprofessional program is meant to stimulate an interest in further education on the part of those employed. In New York City, inasmuch as five of the eight types of paraprofessional jobs require a high school diploma, this stimulus can be expected to operate primarily on college aspirations. That is, since about 85 percent of all the adult paraprofessionals employed already hold a high school diploma (Student Aides, of course, do not), the program is obviously not being used to stimulate under-educated adults to complete high school.

Some paraprofessional jobs, such as Educational Associate, require college work as a condition of employment. (The Career Ladder Program admits Educational Assistants and supplies college training for promotion to Educational Associate.) The college-educated paraprofessionals (they have only one or two years in most cases) are scattered across all age categories. That is, they are not young college students but instead are adults who have either interrupted or only recently begun their college work. It is clear from the data that paraprofessionals are not chosen from the ranks of dropouts and consequently are able to stand before school children as models of adults who have successfully completed high school or, in a limited number of cases, have entered college.

Black paraprofessionals are better educated than their Puerto Rican and White counterparts. This may be not so much because educated Blacks are deliberately recruited for paraprofessional work as because better-educated Puerto Ricans and Whites seek and find other types of employment in New York City. They may have more job opportunities in New York than Blacks and may find paraprofessional work relatively less appealing.

The general pattern is this: The paraprofessional program is not being used primarily to employ the very poor, under-educated person who has previously held a low-skilled job. On the contrary, it employs the person of modest income and modest education who has previously held a white-collar sales or clerical job requiring skills roughly equivalent to those he uses as a para-

professional. As indicated earlier, this is probably because a high school diploma is required for the majority of paraprofessional jobs and because principals and teachers believe that a certain amount of previous job experience is desirable for paraprofessionals.

Number and Ages of Children. One of the earliest findings about paraprofessionals, confirmed in subsequent studies, was that they took home what they learned in school and used it to help their own children. For this desirable side effect to occur, it is of course necessary for paraprofessionals to have children living in their households. Moreover, raising their own children presumably helps the paraprofessional work with children at school and work with other parents.

Almost 65 percent of all paraprofessionals in the New York City schools are currently married. An additional 15 percent have been married at some time in the past but are now either separated, widowed or divorced. The 20 percent classified as "single" is half explained by the existence of Student Aides (10 percent of all paraprofessionals). Thus about 90 percent of all paraprofessional jobs go to persons who are either presently married or were previously married.

Since 55 percent of all paraprofessionals have children of elementary school age living at home, their sensitivity to children of the same age at school is presumably enhanced. Conversely, since they work most often in grades two, three, and four, paraprofessionals can bring home directly to their own children what they learn at school. Although the 35 percent of paraprofessionals who have children in junior high and senior high presumably gained useful experience when their children were younger which they can now apply to their elementary school jobs, their children are beyond the reach of what the paraprofessional learns at school every day and probably cannot be helped directly by it. However, almost 20 percent of all paraprofessionals have preschool children. It is reasonable to assume that as they move up through the elementary grades, these preschool children will get the full benefit of what their mothers learn on the job.

Many paraprofessionals are in the age range 30-44, a time when they tend to have children not only in the elementary school years but in the preschool years as well, yielding a potential double benefit to their families. Paraprofessionals who are under age 30 or over age 44 have fewer school-age children who can profit immediately from their paraprofessional experiences.

Black and Puerto Rican families benefit most often from the presence of children in paraprofessional homes, with the advantage accruing to the children in school as well as to those in the paraprofessionals' own homes. White paraprofessionals, being older, have almost no preschool children, fewer elementary school children than other paraprofessionals, and more children of junior and senior high school age than any other paraprofessional group. Thus there are fewer educational advantages for White children.

Community Linkages. Bringing the school and the community together is a widely-held objective for the paraprofessional program. More specifically, paraprofessionals are expected to help teachers understand the viewpoints and life patterns of minority groups in inner-city settings and do a better job with minority group children in their classrooms as a result. Principals are expected to maintain better relationships with parents and neighborhood groups because the paraprofessional forms a communication bridge between the principal and the local residents. At the same time the paraprofessional as interpreter is supposed to make the school a less formidable, more approachable, more appreciated institution to those parents who have had only limited contact with formal education.

How well are paraprofessionals linked to their own communities? Are they active, central figures who belong to many organizations or are they so isolated that they could not serve as communication channels? Formal membership in an organization may not be the best measure of community linkage for paraprofessionals; for them, given their socio-economic characteristics, informal ways of associating with other people may be more indicative. The findings on formal memberships are presented below, with data on informal associations presented later in this chapter.

Only 60 percent of the paraprofessionals named any organization to which they belonged and even then rarely named more than one or two. Clearly, the schools have not been recruiting "joiners" into the para-professional ranks, but evidence will be presented later to show that they are nevertheless well-connected to other people in their own neighborhoods.

Paraprofessionals do not join every type of organization, but show a strong preference for school groups (about 75 percent belong) and neighborhood groups (about 40 percent) with less interest in recreation organizations and in church groups. Only about 15 percent of all paraprofessionals belong to some group which has national concerns, the remainder belonging only to local organizations. In short, the "behavior model" being displayed is that of a person who belongs to only one or two groups and whose community concerns lie primarily with her own neighborhood and her own school. Moreover, the high number with school affiliations suggests that the paraprofessional has established herself before employment as a member of the school-support group in her neighborhood. It could be expected that principals would choose paraprofessionals who had a positive attitude toward the school since the linkage function presumably requires that the linker have good relationships in both camps. On the other hand, some of the concern of New York City minority groups about the shortcomings of the schools is probably being filtered out.

More data will be presented later to demonstrate that the paraprofessional is very much a neighborhood person. There may be some loss in having the program dominated by such paraprofessionals. Ethnic minorities might be equally well served by being given as behavior models a number of people with national interests, active political party memberships and other affiliations extending beyond the neighborhood itself.

An analysis of community linkages compared to other paraprofessional characteristics shows a number of relationships worth noting. Paraprofessionals tend to join more organizations as they grow older (reaching a plateau at ages 35-44). They join more as they have more children (the growth is steady, with about 35 percent of those with no children holding memberships compared to about 70 percent of those with 4 children). They also join more as their family income goes up, as their education increases and as they take another job in addition to paraprofessional work. If they had had the benefit of previous professional or vocational training, they are more likely to join organizations. In short, the picture is about what might be expected: as paraprofessionals have life experiences which bring them into contact with a greater number of people in diverse relationships, they tend to join more organizations. For schools seeking better connections with their surrounding neighborhoods, the suggestion is that they hire paraprofessionals in their middle years who have children, who are relatively well-educated, and who have at least moderate family incomes. But to repeat an earlier point, paraprofessionals may not demonstrate their community linkages through formal memberships so much as through their informal associations. More will be said about this later.

Paraprofessionals at every level of education tend to hold memberships in school organizations. It is only those with high school or college training who reach beyond school, church, and neighborhood affiliations for a broader range of memberships in trade, political and national organizations. The particular type of professional or vocational training which the paraprofessional received before joining the program seems to have had little effect on the kind of memberships he holds. One exception is previous training in community and civic activities: almost 65 percent of those who have had such training report memberships in community organizations. Although it is not entirely clear which is cause and which is effect, it seems reasonable to believe that training in community and civic activities will lead to a higher number of neighborhood organization memberships and that parent/community paraprofessionals should be trained accordingly.

Puerto Rican paraprofessionals do not hold as many memberships as Black and White paraprofessionals.

The virtual absence of men from paraprofessional ranks presumably represents a lost opportunity for schools to become better related to males in their surrounding neighborhoods, although it can be argued that mothers rather than fathers are likely to be the dominant figures in the homes of many of the target population and that the school must be primarily concerned about better linkages with those mothers.

As indicated earlier, almost all paraprofessionals reside in the school district where they work. This is desirable. Although school districts in New York City are relatively large (school district must

be distinguished from school attendance area, living within the district presumably gives some sense of identification with the larger community encompassed by the school district as well as a knowledge of its residents.

More important, however, than a sense of the larger community and also much more important than any of the formal memberships described above are the informal associations that paraprofessionals create within their own neighborhoods. As a measure of their informal connections with the children and families with whom they work, respondents were asked a number of questions about life in their neighborhoods. Their answers showed that paraprofessionals are long-time residents, half of them having spent over 10 years in the neighborhood and almost none being new arrivals. They reported that more than half of the target populations with whom they work live within three blocks and are familiar faces on shopping trips or neighborhood walks. Some of them belong to the same church or other organizations as the target groups. As one measure of their relations, 35 percent reported that they had on occasion taken care of one of the children with whom they work--as a favor to the family, not as part of their jobs. (See Appendix M, p. A-51.) Classroom paraprofessionals reported as many neighborhood connections as parent/community paraprofessionals. The best-connected paraprofessionals of all were the Auxiliary Trainers, showing that these people are as well linked informally as they are through formal memberships.

An examination of the data shows that paraprofessionals who live outside the school district tend to be better educated, have higher family incomes, and a larger number of organizational affiliations. Lest it be mistakenly thought that this represents the importing of out-of-district White paraprofessionals to work with minority-group children and their families, it should be pointed out that Blacks are more likely than Whites or Puerto Ricans to be hired from outside the school district.

Previous Job Experience and Career Direction. There are two reasons for being concerned with the previous work experience of paraprofessionals. The first is that earlier job experience will have accustomed the paraprofessional to a regular work schedule requiring reliability and will have taught her useful skills. The second, more important reason, is that upward career mobility is one hoped-for product of paraprofessionalism. That is, it is hoped that paraprofessional employment will be the first step toward full-fledged professional responsibilities, a career line often closed to members of disadvantaged minorities.

A good start toward that objective seems to have been achieved for a significant number -- although not all -- of those employed as paraprofessionals in the schools of New York City. If it can be safely assumed that the 40 percent of the respondents who did not list any previous job are experiencing their first paid employment, then the paraprofessional program has become the gateway to the world of work for 40 percent of all those employed. This is especially true for Puerto Ricans. Even if this percentage has been inflated by the failure of some respondents to list previous jobs, and even if the 10 percent of paraprofessionals who serve as Student Aides are entirely removed, it is nonetheless a significant achievement to have provided initial jobs to even 20 percent of the disadvantaged minorities who fill most paraprofessional positions.

To examine occupational mobility as an indicator of upward career direction, the ten standard job categories used by the U.S. Bureau of Census (ranging from professional and technical workers at the top to unskilled laborers at the bottom) were used. It was assumed that paraprofessional work is comparable to the "clerical" and "sales" categories. Looked at this way, most paraprofessionals (especially White) have moved neither up nor down, but have moved laterally from white-collar clerical and sales jobs, where they presumably learned to work with other people and to keep records of various types, skills which they can use in their work as paraprofessionals. However, an impressive one-third of the Blacks and Puerto Ricans have moved up into paraprofessional work from lower-ranked jobs as craftsmen, foremen, machine operatives, private household workers, service personnel, and laborers. (Just over 10 percent of all paraprofessionals - Blacks, Puerto Ricans, and Whites - reported dropping down from jobs as professionals and technicians to become paraprofessionals. This probably reflects some cases where better-educated mothers are returning to work after having raised their families.)

There is presumably some conflict between the desirability of having a well-educated, skilled paraprofessional who will be effective with school children and the desirability of assisting the under-educated, unskilled, and poor person break into his first job requiring specific intellectual and personal skills. These data suggest that while both desires are being met, the first is being served somewhat at the expense of the second.

An examination of the data shows certain additional patterns. Half of the paraprofessionals who have moved up from a lower-rank job are over 37 years old, fairly late for making such a move. There is reason to doubt that they will go further. On the other hand, the half below 37 years of age presumably have moved early enough to accumulate experience, extend their training, and perhaps move into a professional career. Men moving up into paraprofessional work come from service occupations more often than women do, while women more often come from clerical jobs, much as might be expected. A somewhat higher proportion of men than women move down from professional and technical occupations into paraprofessional work. This may be a pattern among men who have reached retirement age and are seeking some form of useful social service.

People who have been employed previously in service occupations or in clerical work are more likely to be holding a second job currently (in addition to paraprofessional work) than those who have held other types of jobs. Presumably these two kinds of work are relatively easy to combine with paraprofessional employment when scheduled for late afternoons, nights, and weekends.

Who Gets What Job?

Paraprofessional jobs can be ranked by degree of responsibility, background required for the position, and pay rate. Taking all three factors into consideration, the jobs can be grouped in the following order:

	Title	Hourly Pay Rate (1969-70)
Group 1:	Auxiliary Trainer	$ 3.50
	Parent Program Assistant	3.50
	Educational Associate	3.25
Group 2:	Educational Assistant	2.25-2.50*
	Family Assistant	2.25-2.50*
Group 3:	Family Worker	1.75
	Teacher Aide	1.75
	Student Aide	1.50-2.00**

An examination of the data shows that paraprofessionals with all kinds of backgrounds appear in all types of positions. The differences are described below, but they are modest and are not as noteworthy as the fact that all kinds of people are being given a chance at all kinds of paraprofessional work.

Fewer Blacks than would be expected hold jobs as Educational Associates, one of the higher-ranking, better-paid positions, but more Blacks than would be expected hold positions as Auxiliary Trainers and as Educational Assistants, two other high-ranking well-paid positions. The shortage of Blacks as Student Aides seems to be a more serious matter. While Blacks make up 55 percent of all paraprofessionals, they hold only 22 percent of the Student Aide positions. Those jobs go disproportionately to Whites, Puerto Ricans and to Orientals. It seems that the opportunity for Black high school students to serve as models to their peers is being under-used.

Blacks get more parent/community paraprofessional jobs than would be expected whereas Whites get a disproportionate greater share of classroom paraprofessional jobs. The effect is that White families are served by Black parent/community paraprofessionals while some Black children are served by White classroom paraprofessionals. Given the nature of the population being served by parent/community paraprofessionals, this particular balance seems sensible. There is no evidence of racial favoritism in the figures.

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*Depending upon high school diploma or 2 years of college.

**Depending upon whether 0, 1, or 2 years of experience.

Paraprofessionals in every kind of position have children of school-age living in their homes and presumably they can be of help to those children. The only differences worth noting are among Auxiliary Trainers and Educational Associates. The holders of these high-ranking positions have more children of high school age than other paraprofessionals, which is presumably in keeping with the maturity sought in candidates for such jobs.

Better positions tend to go to paraprofessionals with higher per capita family incomes, probably because income is correlated with education, a requirement for the high-ranking positions. Most Auxiliary Trainers and Educational Associates have had some college training, as have many Educational Assistants. In contrast, more parent/community paraprofessionals have no training beyond high school and most Teacher Aides have not completed grade 12. (Some of these paraprofessionals may have completed high school in the 11-grade systems common in the South when they were growing up.) Almost all Student Aides, of course, are in grades 9-12.

If paraprofessionals in higher-rank positions were previously employed, they were most often engaged in clerical work. In contrast, paraprofessionals in lower-ranked positions are more likely to have held jobs in service industries or as semi-skilled machine operators. What this means is that if the paraprofessional program is intended to move people up from blue-collar jobs into white-collar work in order to open new career opportunities for them, a number of low-skilled paraprofessional jobs have to be maintained for this purpose. While higher-rank paraprofessional jobs are not an easy point-of-entry for blue-collar workers, the rule is not absolute: about 30 percent of all Educational Assistants were previously employed in unskilled or semi-skilled jobs.

Judging from memberships in outside organizations, Auxiliary Trainers are far better linked to their communities than any other type of paraprofessional, a highly desirable situation for those who act as leaders and trainers of other paraprofessionals. Similarly, Family Assistants and Parent Program Assistants hold an unusually high number of memberships. Interestingly, this is not the case with Family Workers, who have limited education, limited income, and a limited number of contacts beyond school, church,and neighborhood.

People brought in from outside the school district are likely to get slightly better paraprofessional jobs than might be expected, but as reported earlier, less than 15 percent of all paraprofessionals come in from outside the district. Black families are particularly likely to get the services of parent/community paraprofessionals -- in contrast, for example, to Oriental and Puerto Rican families, whose children are more likely to be given attention in school by Educational Associates and Student Aides. Given the circumstances of many Black families in New York City, this seems to be a particularly appropriate arrangement.

The fact that Black target populations are served disproportionately by adult paraprofessionals(rather than Student Aides) has several side effects. One is that Black paraprofessionals, being adults in full-time jobs, average more hours of paid employment per week than Puerto Rican and White paraprofessionals. The consequence of this, in turn, is that Black target populations tend to get a disproportionate amount of service from the program. One other consequence is that low-income paraprofessionals (who are disproportionately Black) tend to get more hours of employment than higher-income paraprofessionals.

The Work of Paraprofessionals

What do paraprofessionals do? What kind of positions do they hold, what kind of work settings do they have, what are their daily duties? Answers to those questions were taken from the 754 Job Description Instruments returned by the 1,529 people to whom they were mailed. (The development of the instrument is described in Chapter 3, "Instrument Development," and the procedures for administering it are described in Chapter 4, "Data Collection Procedures.")

The following description of the typical paraprofessional job was constructed from the modal responses to the Job Description Instrument. (See Appendix M, p. A-51.)

The Work and Training of the Typical Paraprofessional. The typical paraprofessional is in her first or second year of employment as an Educational Assistant. She did not serve as a School Aide before becoming a paraprofessional.

She assists a third-grade teacher and works in a school building during regular school hours, spending most of her time in the classroom with occasional visits to the school office and the school playground. She works directly with students, teaching or tutoring them in reading or other aspects of the language arts and, to a lesser extent, in mathematics or arithmetic. She is not required to use a foreign language in her work and knows no language other than English.

Before she began her paraprofessional job, she received no training. Since taking the job she has received more than five weeks of part-time training, which is continuing. After being oriented to the school, she was taught how children develop and how they learn. She was also taught how to make instructional materials and how to operate audio-visual equipment. In addition, she was taught how to be helpful to parents and she learned other skills useful in paraprofessional work. Perhaps the most important part of her training is the continuing supervision and help she gets from the classroom teacher to whom she is assigned, who gives her help all of the time.

She is not taking any formal courses at present, either at high school, college, or adult education levels. She does not take part in the Career Ladder Program offered by the Board of Education for those who wish to pursue a college education and advance toward professional careers.

Variations in Paraprofessional Work and Training

Only a few paraprofessionals have experience in their jobs: 75 percent are equally divided between their first and second years and almost 20 percent more are in their third year, leaving only 5 percent with additional experience. This finding is in keeping with the staffing

of the program, which began after the passage of ESEA Title I in 1965 and expanded under the New York State Urban Education Program beginning in 1968. Four years ago, in 1966-67, there were few paraprofessionals. In the following year about 6,000 were at work; 10,000 worked in the year after that; and 12,000 worked in 1969-70.

About 30 percent of all paraprofessionals served previously as School Aides (supported by New York City funds) doing the less professional work expected in that role. But about half of that 30 percent served for only one or two years, with the other half having served from three to six years or more. Thus a small proportion have accumulated a total of five or ten years of experience in the schools.

Although it is too early to judge the "holding power" of the job, the figures suggest that it is rather good so far. The figures also suggest that if paraprofessionals get better with experience, as teachers do, they will prove more valuable as time passes. As will be shown later, they are already having a remarkably strong effect.

As indicated earlier, classroom paraprofessionals greatly outnumber parent/community paraprofessionals (about five to one) with 60 percent of the classroom type serving as Educational Assistants and about 20 percent divided equally between Teacher Aides and Student Aides.

About 35 percent of all paraprofessionals work in grade 3, with roughly 25 percent assigned to each of the other elementary grades: 1, 2, 4, and 5. The figure tapers down to less than 20 percent in kindergarten, less than 20 percent in grade six, and less than 10 percent in each of grade seven, grade eight, and grade nine. (The total exceeds 100 percent since many paraprofessionals work in more than one grade.) Assigning paraprofessionals primarily to grades 1 - 5 -- the years in which fundamental skills in the 3 R's are introduced, practiced, and consolidated -- is fully in keeping with their day-to-day duties, as explained later.

Although over 20 percent of all paraprofessionals are assigned parent/community roles, only 10 percent of all paraprofessionals indicate that they do most of their work outside the school building. When this observation is combined with the fact that more than 90 percent of all paraprofessionals do more than half of their work during school hours, it seems evident that the parent/community paraprofessional does not work primarily out in the community, visiting parents at home and attending community meetings, but instead works inside the school, using a special approach to family problems. This finding suggests that the distinction between classroom paraprofessionals and parent/community paraprofessionals is somewhat blurred in actual practice. If the Board of Education intends parent/community paraprofessionals to be semi-professional social workers spending much of their time out in the community, they need to be given additional training and supervision toward this end.

The bulk of all paraprofessional work takes place in classrooms. Although many paraprofessionals spend some time elsewhere in the school building, only about 15 percent report spending most or all of their time outside the classroom.

Almost all paraprofessionals reported teaching or tutoring students as a part of their jobs. Classroom paraprofessionals are used almost exclusively in teaching the central subjects of the elementary school curriculum -- reading and other aspects of the language arts, plus mathematics -- and spend only a modest amount of time in teaching social studies, science, art, music, physical education or other elementary subjects. While over 65 percent teach reading and over 45 percent teach mathematics, fewer than 15 percent teach any other subjects.

Even though only about 25 percent of all paraprofessionals use the Spanish language in their work, the number who know Spanish is about 33 percent. Since only 18 percent of all paraprofessionals are Puerto Rican, Spanish is evidently known to many paraprofessionals who did not learn it as natives. Inasmuch as over 70 percent of all paraprofessionals spend some time with Puerto Rican children, it would appear that many of these children have a sufficient command of the English language to get along without using Spanish for their school work.

While only 25 percent of the paraprofessionals received pre-service training, nearly 70 percent received in-service training. And while fewer than 10 percent receive full-time training, almost 70 percent received part-time training. Most of those who received part-time in-service training said that it lasted more than five weeks and most said that it was still going on. Evidently the Board of Education understands that paraprofessionals, most of whom have had limited experience, need to be trained. Past experience in teacher education has indicated that in-service training has as much or more practical value for mature adults than pre-service training. Assuming that the same holds true for adults becoming paraprofessionals, the Board has been wise to concentrate on part-time in-service training. Such training is, of course, considerably less expensive than full-time pre-service training.

About half of all paraprofessionals report that they have been trained in how children develop and learn, in how to make instructional materials, and almost half say that they have been trained in how the school operates as well as in how to help parents. These are obviously practical skills directly related to the teaching and tutoring which most paraprofessionals engage in and they fit squarely with what is reported later about their day-to-day duties in the classroom.

Paraprofessionals report that they are supervised as well as trained. They may be given help with their work as seldom as once a month (a few say "never") and as frequently as once a day, but almost half say that they see their supervisor "all the time." This is quite understandable, inasmuch as the supervisor is quite likely to be

the classroom teacher. Teachers supervise two or three times as many paraprofessionals as are supervised by assistant principals or project directors. Fewer than 10 percent of the paraprofessionals report receiving direction from principals, guidance counselors, or other school personnel and only 3 percent report that an Auxiliary Trainer or a Parent Program Assistant supervises their work. Inasmuch as most paraprofessionals are engaged in teaching pupils in the classroom, it seems quite appropriate that they are being supervised by regular classroom teachers. There is, moreover, the practical fact that classroom teachers are the only school personnel numerous enough to give continuous attention to paraprofessionals.

Although the paraprofessional program is intended to stimulate further formal education among those who are employed, only about 40 percent are taking regular courses, with about half of them taking the courses as part of the established paraprofessional training program and the other half taking the courses on their own initiative. A slight majority of the 40 percent who are enrolled in school -- whether as a required part of their training or voluntarily -- are taking high school equivalency courses, but almost as many are taking college courses and almost as many more are taking courses of other types.

While the program sponsors can be congratulated on providing part-time in-service training so that most paraprofessionals will learn the specific job skills they need from day to day, it would be desirable to have more than 40 percent enrolled in formal school or college courses which would improve their general level of education and open the doors to more advanced jobs. Paraprofessionals ought to continue to be given steady encouragement to continue their formal education, even though most already hold their high school diplomas. It must be recognized, however, that there are limits to what the program sponsors can accomplish with the typical paraprofessional who is married and presumably must go home after school to take care of her two school-age children. For many such paraprofessionals, working at an average of 22 hours per week while raising a family may leave them no time for taking formal courses.

The Relation of Paraprofessional Work to Title of Position

Paraprofessionals holding various positions display some differences in daily work patterns, although the differences are fewer than their job titles would lead one to expect.

Grade Levels. Auxiliary Trainers and Parent Program Assistants do not work directly with children, in most cases, and do not have a specific grade level assignment. All other paraprofessionals are distributed fairly evenly over the several grades served, except that Student Aides are concentrated in grades four through nine. Evidently these high school students are expected to be more effective with older elementary school children than with younger ones. Parent/community paraprofessionals are assigned to a broader band of grade levels than classroom paraprofessionals, in most instances.

Subject Fields. Student Aides are the only paraprofessionals who do any appreciable amount of work outside the areas of reading, language arts, and mathematics. These high school students are more likely to have history and social studies and science fall within their teaching loads than any other kind of paraprofessional. Almost half of all parent/community paraprofessionals report that they teach students and that their work is concentrated in reading, language arts, and mathematics, just as is the case with classroom paraprofessionals. (The Parent Program Assistant is a clear exception; over 95 percent report that they do not teach students.) If almost half of the Family Assistants and Family Workers spend their time teaching students, they are clearly performing duties which overlap with those expected of classroom paraprofessionals, raising further doubt about the true distinctiveness of their roles and suggesting either that they have not been fully conceived as yet or that the incumbents have not been properly trained or are not being properly supervised to perform the work. A review of the nature of their work would seem to be desirable.

Location and Schedule of Work. Although the great majority of classroom paraprofessionals spend over half their time where they would be expected to be -- in the classrooms -- it cannot be said that parent/community paraprofessionals spend their time working in the community. As indicated earlier, an appreciable number of parent/community paraprofessionals spend over half their time in the school building. However, their location in the building (usually in the community or family room or in other non-classroom locations) presumably permits them to work with parents. Nevertheless, it would seem that this paraprofessional role, if it is to make a distinctive contribution to the program, ought to have homes and community meeting places as its primary places of operation. A similar comment can be made about the Parent Program Assistants, who spend most of their time in the school office. It is true that they report to the school principal and that their work is partly administrative. But it is difficult to see how they can carry out their duties -- coordinating activities between school and community and between paraprofessionals and parents -- unless they either (1) supervise parent/community paraprofessionals, which they clearly do not do as shown by the data, or (2) spend an appreciable amount of time outside the school building working directly with parents in their homes or in community meeting places which they do not do. It would seem that both the role expectations and the role performance of Parent Program Assistants need a careful review.

The only paraprofessionals who spend more than half of their time after school hours are the Student Aides, who are expected to work with other students in a tutorial capacity, often after the close of the school day. Almost 90 percent of the Student Aides report spending more than half of their working time after school hours. Once again, a question can be raised about the time during which parent/community paraprofessionals perform their work. Since more than half of their work takes place during the school day -- virtually all of them report that to be the case -- and since an appreciable part of that work occurs

inside the school building, there is reason to doubt that a distinctive semi-professional social worker role has as yet fully emerged either for the highest-paid, most responsible position of Parent Program Assistant or for the lowest-paid, least responsible position of Family Worker. Again, a review of the expectations and circumstances for these special roles would seem to be in order.

Experience. Although few paraprofessionals have accumulated any appreciable amount of experience, there is a slight tendency for the better-paid paraprofessionals such as Auxiliary Trainers and Parent Program Assistants to have more experience than lower-paid persons such as Family Workers and Teacher Aides. For example, while 70 percent of the Auxiliary Trainers have had three or more years of experience, almost 70 percent of the Family Workers have had only one year in their jobs. Presumably only experienced paraprofessionals are considered qualified the higher-paying jobs. This seems to be a desirable arrangement. There is, incidentally, no clear relationship between previous experience as a School Aide (not considered a paraprofessional job) and being placed in any particular paraprofessional position.

Training and Supervision. There is a slightly greater tendency for paraprofessionals in the higher-ranking, more responsible jobs to receive training than for those in other positions to do so, but the differences are slight and the impressive fact is that the majority of paraprofessionals in all kinds of positions received training during 1969-70. The same was true for paraprofessionals in most positions in earlier years. Paraprofessionals in their first year of experience are more likely to be currently in training than those who have greater experience and who presumably have completed their initial training.

Regardless of their positions, most paraprofessionals are trained in similar content. That is, they are taught how children grow and learn, how to work with instructional materials and content, and how to help parents. The minor differences which appear are in the direction one would expect: Classroom paraprofessionals are more likely to be trained in how children learn and in how to use instructional materials, whereas parent/community paraprofessionals are more often taught how to work with parents. For example, of those Parent Program Assistants who reported the content of their training, 90 percent said they had been taught to help parents while only 33 percent said they had been taught to operate audio-visual equipment. Similarly, no Student Aides reported being taught how to help parents but almost 95 percent said they had been taught how children learn. In summary, in the few instances where the content of the training was differentiated, the differences seem appropriate to the job title. Nevertheless, there seems to be room for a higher degree of specialization so that each type of paraprofessional will be taught the specific skills they will be expected to exercise rather than being given a kind of general introduction to teaching.

The supervision of classroom paraprofessionals is performed chiefly by classroom teachers, as would be expected. Parent/community paraprofessionals, on the other hand, are supervised primarily by guidance counselors, assistant principals and principals, and program coordinators or project directors. Those paraprofessionals with the greatest responsibilities and the most professional tasks -- that is the Auxiliary Trainers and Parent Program Assistants -- are more likely to be supervised by program coordinators, project directors, and school principals. All of these arrangements are directly in keeping with the duties of the various paraprofessional positions.

Although the majority of paraprofessionals report that they recieve help from their supervisor at least once a day -- a great many say "all the time" -- this is not the case with those paraprofessionals who are most in need of supervision: the Student Aides. Some of these high school students (20 percent) say that they "never" get help from their supervisors, who are presumably classroom teachers. No other group of paraprofessionals reports receiving as little supervision. Even though about 20 percent of the Parent Program Assistants and Educational Assistants report receiving help less than once a week, these are mature adults who should need less help. While Student Aides may be receiving supervision without realizing it, the data clearly suggest they are not getting the kind of regular supervisory help made available to other paraprofessionals. Since many of them work after the regular school day has ended, it may not be practical to supply on-the-job supervision. But, as a minimum, they should be given help during the school day with tutoring techniques and other necessary skills.

Formal Courses. Only a minority of paraprofessionals are taking courses at the high school, college, or adult education levels. An analysis of the kind of courses being taken by that minority shows that the courses are closely related to the educational requirements of the specific position they hold. That is, those in the higher-paying jobs which require some college training are taking college courses and, to a lesser extent, specialized non-college courses in leadership training, drug abuse, and others which have content relevant to their daily duties. At the opposite end of the scale, those employed as Family Workers and Teacher Aides are taking high school equivalency courses, perhaps in anticipation of moving into more responsible paraprofessional positions. In between these two extremes are paraprofessionals such as Educational Assistants, who are expected to hold a high school diploma or its equivalent. The courses these middle-level paraprofessionals enroll in are usually college courses or non-college specialized courses, but a noteworthy 20 percent are taking high school equivalency courses, evidently to become officially qualified for the jobs they already hold. For that 20 percent, there is a discrepancy between the Board of Education's published requirements for their positions and the courses which they report being enrolled in. Typical adult education courses are less popular with paraprofessionals than miscellaneous other specialized courses more closely connected with their daily work.

Fewer than 15 percent of all Educational Assistants report that they are taking part in the Career Ladder Program, which offers college courses under Board of Education sponsorship for Educational Assistants who wish to become qualified for higher-paying jobs as Educational Associates, a position which requires college training. (Administrators of the Career Ladder Program state that a much greater percentage of paraprofessionals seek participation in the program but that budget allocations have restricted its scope.) As indicated earlier, many mothers with two children who work over 20 hours a week as paraprofessionals may not have the time required to take college courses. This may be another case, in addition to the many already identified, in which one objective (in this case, having an experienced mother serve as a paraprofessional) comes into conflict with another objective (in this case, having paraprofessionals continue their formal education as the start of new careers). If this is in fact what is happening, the balance struck between these two objectives in New York City seems to be a reasonable one.

Specific Job Activities

The 754 paraprofessionals taking part in this phase of the study were offered a checklist of 175 specific job activities and were asked to check how often they performed them: Never, Once in a While, Fairly Often and Very Often. The items were presented in scrambled order without regard to whether they were activities expected of classroom paraprofessionals or parent/community paraprofessionals, whether they were complex professional tasks or simple clerical tasks, and whether they fell into one or another of the 18 categories created to contain them. This was done to see whether paraprofessionals with different job titles and different pay rates actually had different daily duties. (For a detailed discussion of the rationale for the instrument and the procedures used to develop it, see Chapter 3,"Instrument Development.")

A total of 743 out of the 754 paraprofessionals who returned the questionnaire (virtually 100 percent) checked one or more of the 175 items as being an activity they performed "Fairly Often" or"Very Often." This indicates that almost no paraprofessional job fell entirely outside the scope of the checklist.

The following list shows the number of activities checked by paraprofessionals. The distribution of responses indicates that the checklist, as intended, went far beyond the scope of work performed by any one paraprofessional.

Number of Job Activities Checked	Percent of Paraprofessionals Checking
25 or less	44%
26 - 50	32
51 - 75	18
76 - 100	4
101 - 125	1
126 - 175	1
Total	100%

The list below shows the ranking of paraprofessional functions, according to the frequency with which paraprofessionals checked a specific job activity representing that function. (The frequencies shown are only for those items which paraprofessionals said they performed "Fairly Often" or "Very Often." Frequencies for items checked "Never" or "Once in a While" are not included since activities performed only once in a while do not represent a common paraprofessional function. If a respondent checked either "Fairly Often" or "Very Often" for one or more tasks within functions, he was recorded as performing that function. Thus the percentage shown as performing each function is the proportion of all paraprofessionals who checked at least one task within it.

Most Frequent Job Functions

Type of Paraprofessional Expected to Perform Function	Function	Frequency of Mention
Classroom	1. Presenting Information to Instruct	88%
Classroom	2. Preparing/Concluding	86
Classroom	3. Conducting Recitation	82
Classroom	4. Keeping Records	80
Parent/ Community	5. Collecting Information	80
Classroom	6. Reporting	78
Classroom	7. Supervising	72
Classroom	8. Comforting	71
Classroom	9. Disciplining	71
Parent/Community	10. Giving Information	64
Classroom	11. Testing and Evaluating	62
Parent/Community	12. Instructing Family	61
Parent/Community	13. Formal Socializing	56
Parent/Community	14. Matching Family Needs to Outside Resources	53
Classroom	15. Physical Caring	49
Classroom	16. Planning	46
Parent/Community	17. Recording Information	45
Classroom	18. Assigning	35

The list shows that while every function is performed by at least one-third of all paraprofessionals, certain functions are performed by almost 90 percent of them. Since only 20 percent of those reporting are parent/community paraprofessionals, the list also makes it evident that many functions presumed to be assigned to parent/community paraprofessionals are performed by some classroom paraprofessionals as well. (This is clear from the fact that every function in the list is performed by more than 20 percent of those reporting; no function is performed by the 20 percent who serve as parent/community paraprofessionals.) More will be said about this later when job functions are analyzed according to job title.

The above list is repeated below, with the two or three most-often-mentioned specific activities shown under each function. Interpretive comments are interspersed with the listing.

Most Frequent Job Functions
and Specific Activities

Presenting Information	88%
Pronouncing and spelling new words: explaining their meaning to children	57
Explaining school rules to pupils	52
Reading aloud to students	42

This top ranking category consists of direct instructional procedures. (The complete list appears in Table 9.) These are highly professional activities and are central to the teaching process. Their frequency demonstrates that paraprofessionals are being given responsible work of the kind envisioned for their semi-professional roles. It is clear that paraprofessionals are not being used simply to relieve teachers of menial tasks but are instead participating as junior members of a professional team. A total of 33 percent said that they actually take charge of the class for short periods of time when the teacher is called away and that they may continue a lesson which has been started.

A question arises about whether paraprofessionals are being trained adequately for their duties. While over 50 percent reported that they had been trained in how children develop and how they learn, this does not necessarily mean that they have been taught specific instructional procedures in reading, in other aspects of the language arts, or in mathematics--the subjects in which their work is concentrated. Certainly their training should include those techniques.

Preparing/Concluding	86%
Handing out and collecting materials in class (art materials, books, snacks, etc.)	48
Preparing classroom materials: mixing paints, sharpening pencils, laying out colored paper, etc.	45

Preparing bulletin board displays, such as: posting pupils' work, mounting pictures, etc. 40%

This second-ranking function has paraprofessionals arranging for events in advance or performing clean-up work afterwards. As all teachers know, this is one of the most time-consuming of all functions and is indispensable for successful classroom work. (Both principals and teachers place an extraordinarily high value on this particular paraprofessional function, as explained later.) Other items checked frequently in this category included getting the room ready for the next day, preparing visual aids, and operating a duplicating machine. The full list appears in Table 9.

Conducting Recitation 82%

Assisting pupils with learning drills (word recognition, spelling, math) 61

Going over a paper with a child, correcting and pointing out his errors 60

Listening to children tell a story they made up, or tell about what they did over the weekend 57

Listening to children read or give reports: for example, from a reading book, or a book report, etc. 55

In conducting recitation, the paraprofessional listens to children demonstrate what they have learned and helps them correct their errors. Certainly this is a central instructional function, requiring as much professional skill as anything else paraprofessionals are asked to do. The fact that so many carry on this kind of work bespeaks the confidence teachers have in them. (Teachers and principals rank "Going over a paper with a child" as among the most valuable tasks a paraprofessional can perform, as reported later.)

There is an interesting contrast between the high-frequency items mentioned above and the following low-frequency tasks, each mentioned by no more than 20 percent of the paraprofessionals: "Listening to pupils rehearse for a play" and "Acting out stories with children." The sharp difference in percentages demonstrates that even within reading and the language arts, paraprofessionals are far more likely to instruct children in basic skills than to work on enrichment activities. (See Table 9 for the complete set of items.)

Keeping Records	80%
Keeping records of student performance and progress in reading, math, or other skills, for example: a file of all his tests or a record of books he has read	43
Keeping attendance records in the classroom	29
Checking out books for students in the library or school room	27

All the tasks in this category are routine clerical tasks, none of them requiring professional judgment. The relatively high frequency of this function combined with the relatively low frequency with which individual tasks are performed in it (See Table 9) suggest that many paraprofessionals engage in the function but not intensively. That is although paraprofessionals do a certain amount of the clericak work that is an inevitable part of classroom teaching, fewer of them report spending time in record keeping than in instructing pupils. (Record keeping is not a valued paraprofessional activity, according to principals and teachers, as reported later.)

Collecting Information	80%
Listening to pupils talk about their classes, things they are learning, problems they have with other students, teachers or their school work	55
Hearing complaints from parents about problems they have with the school	41
Learning about special programs the school has to offer, such as: tutoring, remedial reading, Black or Puerto Rican cultural classes, etc.	40

All the items in the Collecting Information category were originally created to describe the work of parent/community paraprofessionals. Not surprisingly, since it is the essential behavior required for the "linking function" ascribed to paraprofessionals, Collecting Information turned out to be the top-ranking function for that type of paraprofessional. Over 90 percent of the parent/community paraprofessionals checked at least one task in the category. But what made the function rank fifth among all paraprofessionals was the fact that an extraordinary number of classroom paraprofessionals selected items from the scrambled checklist which fell into the category. The three specific activities listed above led the list for them, just as they did for parent/community paraprofessionals. Inasmuch as these three items outranked the 18 others in the Collecting Information category, they are especially noteworthy. Two of them, like many other items in the category,

cast paraprofessionals in a counseling role, giving the school new sets of ears with which to listen to the concerns of pupils and parents As shown later, teachers and principals are quite grateful for those extra ears.

Reporting	78%
Reporting discipline problems to principals, counselors, teachers, parents, or others	48
Reporting pupils' learning problems to a teacher	48

The interesting thing about this category is the way the specific tasks were sorted out by the respondents. While 48 percent "Fairly Often" or "Very Often" act as observers of pupils' behavior and learning difficulties and report them to teachers, only about 32 percent said that they distribute routine notices or take reports to the school office. This split in favor of the more professional tasks in the category is exactly the split favored by principals and teachers, as shown later.

Supervising	72%
Accompanying students to the library, lunch room or another class	43
Taking charge of pupils on a bus, in a cafeteria, on the playground or in assembly	35
Monitoring pupil activities during class time, study halls, etc	33
Comforting	71%
Talking quietly to a child who is upset or disturbing the class	71
Disciplining	71%
Stopping arguments and fights among students	67
Sending students to the principal's office, or other disciplinary staff	25

Supervising the average student, comforting the upset, and disciplining the unruly are a familiar part of classroom teaching. The paraprofessional shares these teaching functions, just as she does all others.

"Talking quietly to a child who is upset or disturbing the class" and "Stopping arguments and fights among students" are the two tasks paraprofessionals checked most often out of the entire list of 175. Not many items were checked by even 50 percent of the respondents and few even came close to the 71 percent and 67 percent registered for these two items.

While it might be expected that paraprofessionals would have to stop arguments and fights among students, it is reassuring to know that paraprofessionals just as often speak quietly to upset or misbehaving children. Undoubtedly the two events are related, (even though separated on the checklist itself by 35 intervening items).

This chapter began, as did the entire report, with the statement that the paraprofessional program in the schools of New York City is a success. That statement is nowhere better indicated than by the following facts: "Talking quietly to a child" is the task performed by more paraprofessionals than any other out of the 175 listed. This identical task, described in the identical words, was selected by 77 percent of all principals interviewed and 73 percent of all teachers interviewed as the most valuable paraprofessional activity on a list of 19 typical tasks. No other item stood as high. The teachers, in fact, gave fifth place on the list of 19 to "Stopping arguments and fights among students," the task paraprofessionals are second most likely to perform. When the task that most paraprofessionals perform is the very task that principals and teachers consider most valuable, there is a match between job expectations and job performance which is remarkably high. If any more confirmation of good matching is needed, it will be found later in this chapter when the personal characteristics which principals and teachers consider most valuable in paraprofessionals are reported. They are fully in keeping with the above findings.

The preceding discussion accounts for the nine most frequently mentioned functions out of the total of 18 represented on the Job Description checklist. Of the remaining functions, four were expected to be performed by classroom paraprofessionals. Those four are listed below.

Testing and Evaluating	62%
Correcting homework, workbooks, papers, etc.	50
Correcting and grading short-answer tests such as fill-ins or multiple choice	40
Physical caring	49%
Giving first aid to children in accordance with school board policies, such as: cleaning a cut or scrape, putting on a band-aid	29
Helping children wash up after playing or working: taking children to the washroom	28

Planning	46%
Going over class plans for the next few weeks with the teacher	30
Organizing recess time into directed games and activities	16
Assigning	35%
Assigning classroom jobs or responsibilities to students, such as erasing the blackboard or closing the windows, etc.	24
Assigning students to seats or work areas such as classroom desks, assembly seats or lab tables	24

Physical Caring is evidently not particularly necessary for elementary school children in the grades to which paraprofessionals are assigned, since the children can do this for themselves. The three other functions require considerable professional judgment, which probably helps explain why they are less frequently performed by paraprofessionals and are reserved by teachers for themselves. There is confirming evidence for this observation in the actual tasks delegated to paraprofessionals. For example, in a complex professional function like Testing and Evaluating, paraprofessionals are more likely to be correcting short-answer tests (40 percent) than they are to be correcting and grading essay tests or themes (25 percent). (The full list appears in Table 9.)

The five remaining functions out of the total of 18 were functions expected of parent/community paraprofessionals. The results showed that the five functions are indeed performed often by parent/community paraprofessionals, but there are too few paraprofessionals of that type (about 20 percent of the total) to lift these functions to a higher ranking. The five functions will be discussed later when the distinctions between the work of classroom paraprofessionals and parent/community paraprofessionals are presented.

The Ten Most Frequent Activities

Over 50 percent of all paraprofessionals checked ten items out of the 175 on the checklist as ones that they perform "Fairly Often" or "Very Often." These top ten activities give a good summary picture of the work performed by the typical classroom paraprofessional.

Since classroom paraprofessionals constitute 80 percent of the total, the ten activities which they checked most frequently became dominant in the scoring. Nevertheless, six of the items also appeared among the top ten checked by parent/community paraprofessionals, showing appreciable overlap in the daily duties of the two types of workers. (The need for a review of what is expected by the Board of Education in the parent/community role was discussed earlier.)

Top Ten Activities Mentioned by All Paraprofessionals

Function	Specific Activity	Frequency of Mention	Items Listed in Top 10 by Parent/Community Paraprofessional
1. Comforting	Talking quietly to a child who is upset or disturbing the class	71%	X
2. Disciplining	Stopping arguments and fights among students	67	X
3. Conducting Recitation	Assisting pupils with learning drills (word recognition, pronunciation, spelling, math)	61	
4. Conducting Recitation	Going over a paper with a child, correcting and pointing out his errors	60	
5. Conducting Recitation	Listening to children tell a story they made up, or tell about what they did over the weekend	57	X
6. Presenting Information	Pronouncing and spelling new words; explaining their meaning to children	57	
7. Collecting Information	Listening to pupils talk about their classes, things they are learning, or problems they have had with other students, teachers or their school-work	55	X
8. Conducting Recitation	Listening to children read or give reports: for example, from a reading book, or a book report, etc.	55	X
9. Presenting Information	Explaining school rules to pupils	52	X
10. Testing and Evaluation	Correcting homework, workbooks, papers, etc.	50	

It is interesting that the two top items show the paraprofessional dealing with affective behavior rather than with cognitive behavior.

As all teachers know, children must attain a certain emotional balance before learning can begin. Nonetheless, the remaining eight items seem to establish conclusively that the primary concern of the paraprofessional is pupil cognitive growth. Of the eight items, six show the paraprofessional to be working directly on cognitive growth. The remaining two (item 7 and item 9) deal at least partly with the affective side of learning.

Nine of the ten items show clearly that the paraprofessional usually works directly with the pupil, rather than performing a "backstage" function. The typical paraprofessional should not be pictured as a subordinate figure, separated from the children, sitting in a corner at the back of the classroom grading papers, keeping records, and preparing materials. Instead, she can be accurately pictured as working alongside the teacher, engaging directly with the children, and engaged intensively in teaching basic skills in reading, other areas of the language arts, and mathematics. Having an accurate picture of paraprofessional work clearly in focus makes it understandable that principals and teachers single out certain personal characteristics as being quite important for paraprofessionals, as shown later. The picture also has direct implications for any training program. Obviously, paraprofessionals should be taught to operate as semi-professional teachers and should become skilled in the techniques of working directly with young children.

Family-Related Job Activities

Paraprofessionals can presumably work in areas of family concern having nothing to do with school. This is especially true for parent/community paraprofessionals. According to the theoretical model which IED constructed to examine their behavior, the parent/community paraprofessional might assist a family with problems of health or housing or employment as well as with problems their children face in school. The assumption was, of course, that unless families could get help with their serious problems, regardless of their nature, the family environment would not be conducive for children to do well in school. (The Board of Education lists education, health, finance and housing as within the duties of Family Assistants.)

An analysis of the six areas of concern which underlay the 85 family-related specific job activities on the 175-item checklist produced the results shown in the table below. Data are for all types of paraprofessionals, not for parent/community paraprofessionals alone.

Area of Concern	Frequency of Mention
School or Learning	92%
Health	77
Employment	52
Finance	50
Police and Legal	41
Housing	40

The ranking shows clearly that school and learning problems are the primary concern of family-related paraprofessional job activities. Matters of health are next, although they fall considerably below school and learning problems, and the remaining four areas are still further down the list. It should be recognized that the ranking of these areas of concern is not necessarily the ranking that would be given by the families themselves to their problems but are instead the joint product of family concerns and the paraprofessional's choices of activities. On reflection, this seems to be a desirable distribution. That is, paraprofessionals are concerned chiefly with school and learning problems, which is appropriate if only because they are employed by the Board of Education. Their secondary concern is family health, which has a direct effect upon a child's school attendance as well as upon his learning. Other aspects of family life which can impinge upon a pupil's school performance are ranked lower but are not neglected. This table contains clear implications for the paraprofessional training program: they cannot be trained in school matters alone.

The Relation of Job Function to Job Title

The overlap between the specific daily duties of classroom paraprofessionals and those parent/community paraprofessionals was discussed at several points earlier. It has already been shown that each of the six functions ascribed to parent/community paraprofessionals by the theoretical model are in fact being performed by many classroom paraprofessionals. And it has been shown that six specific tasks appear both among the top ten activities mentioned by classroom paraprofessionals and among the top ten activities mentioned by parent/community paraprofessionals. This is more overlap than is specified in the Board of Education's Paraprofessional Job Specifications. (See Appendix D, p. A-4.) The table below sheds additional light on the subject by showing which types of paraprofessionals frequently perform functions which could reasonably be expected of others. Entries are limited to functions named by at least 70 percent of the paraprofessionals holding a given job title. (See following page for table.)

It is clear that classroom paraprofessionals do not frequently leave their own territory. Student Aides are an outstanding example of this. The list of high-frequency duties they reported reads like a faithful copy of the Board of Education's Job Specifications for the position. (Compare Table 9 in Appendix N to Appendix D, p. A-7.) Student Aides stick to their assigned work, showing very little tendency to scatter their efforts. They do what they are intended to do and they do not do much else. The position seems to be clearly conceived and faithfully performed, even though those who occupy it report receiving less supervisory help than other paraprofessionals, as reported earlier.

There are some classroom paraprofessionals who do not stay exclu-

FREQUENTLY MENTIONED JOB FUNCTIONS
ACCORDING TO TITLE

	Classroom Paraprofessionals					Parent/Community Paraprofessionals		
JOB FUNCTIONS	Aux Train	Educ Assoc	Educ Asst	Tchr Aide	Stud Aide	Parent Prog Asst	Family Asst	Family Worker
Classroom Paraprofessionals								
Presenting Information to Instruct	90	94	93	88	85	87		78
Preparing/Concluding	100	83	93	89			71	72
Conducting Recitation		94	92	83	88			78
Keeping Records	70		85	77				83
Reporting	90	89	82	76		94	79	
Supervising		89	79	75				78
Comforting		83	79				71	83
Disciplining		78	78	74				78
Testing and Evaluating			79		75			
Physical Caring		78						
Planning								
Assigning								
Parent/Community Paraprofessionals								
Collecting Information			79	72		87	95	89
Giving Information	70	72				90	87	78
Instructing Family						84	76	72
Formal Socializing						87	73	
Matching Family Needs to Outside Resources	90					90	87	
Recording Information							83	78

sively in "classroom" work, but the exceptions are relatively easy to explain: for example, the Auxiliary Trainer enters parent/community work because she is expected to assist all kinds of paraprofessionals. Similarly, the parent/community Collecting Information function includes some tasks, such as listening to pupils talk about what they are learning, which are natural activities for Educational Assistants and Teacher Aides.

In contrast, parent/community paraprofessionals display a considerably greater tendency to enter the territory of classroom paraprofessionals. Once again, some of these overlaps are easy to explain: for example, the 87 percent of the Parent Program Assistants who are shown as "Presenting Information to Instruct" appear there chiefly because of a single item in that category--"Orienting new paraprofessionals to their job, as by describing job duties or introducing them to the people they will work with." This particular duty, performed by 65 percent of those reporting, is in the Board of Education's specifications for the position of Parent Program Assistant. On the other hand, 45 percent reported that they also spend time "Explaining school rules to pupils," an activity which does not seem at all a natural part of their responsibilities.

The Family Assistant appears from these data to have the most clearly conceived parent/community paraprofessional role. Wherever Family Assistants perform functions expected of classroom paraprofessionals, there always seems to be a good reason. For example, they are listed as performing the Preparing/Concluding function because of specific tasks like "Making appointments and arranging meetings for principals, guidance counselors, and other school staff" and "Operating a duplicating machine." These are natural parts of their jobs. Again, they are listed as performing the Reporting function largely because of the item, "Reporting discipline problems to principals, counselors, teachers, parents, or others," another natural part of their work with families. The same explanation applies to the Comforting function, represented by the item "Talking quietly to a child who is upset." It is worth noting that the proportion of Family Assistants checking classroom functions is generally lower than the proportion checking parent/community functions, as shown in the table on the preceding page.

In contrast, the Family Worker is a role with blurred boundaries. (It is also one occupied by very few people: less than 2 percent of all paraprofessionals.) Family Workers are as likely to perform classroom tasks as parent/community tasks, although this is clearly not what is recorded in the Board of Education's Job Specifications for the position. (See Appendix D, p. A-6.) This position may not have been well conceived; certainly it is not being carried out under any clear conception. People in it carry out an assortment of simple tasks, each one of which may be useful in itself. However, as a group the tasks do not form an understandable cluster of related duties for which a person might be properly trained. The following table contains the evidence of this.

Most Frequent Activities Reported
by Family Workers

Specific Activity	Frequency of Mention
Talking quietly to a child who is upset or disturbing the class	83%
Stopping arguments and fights among students	72
Listening to children tell a story they made up, or about what they did over the weekend	72
Keeping records of names, addresses and telephone numbers of families you work with	72
Greeting parents, community leaders, or others who come to the school	61
Listening to pupils talk about their classes, things they are learning, or problems they have with others students, teachers or their school work	56
Taking charge of pupils on a bus, in a cafeteria, on the playgrounds or in assembly	50
Hearing complaints from parents about problems they have with the school	50

Even given the limited education and job experience backgrounds of the people employed as Family Workers--indeed, because of their backgrounds--there should be a better idea of what the job entails. The Board of Education's expectations for Family Workers should be reviewed and the performance of Family Workers should be carefully examined in an effort to re-conceive the role and prepare people for it.

Earlier in the report, questions were raised about the time and place at which parent/community paraprofessionals do their work. Those questions need to be resolved for all parent/community paraprofessionals--not for Family Workers alone.

Table 9 contains a detailed cross-tabulation of the 175 specific activities with each of the eight paraprofessional job titles. The entire

table is quite revealing and merits detailed study by school officials in New York City--those who formulate job descriptions for paraprofessionals, those who design training programs for them, and those who supervise their daily work.

The Impact of Paraprofessionals

Impact on Paraprofessionals Themselves

Teams of interviewers talked to 352 paraprofessionals in the 50 representative schools, and cross-checked some of their answers with 50 principals, 307 teachers, and 194 small groups of 3 or 4 pupils each in those same schools. The results were remarkably uniform and highly favorable. If paraprofessionals themselves are one target of the paraprofessional program, that target has been squarely hit.

As reported in Chapter 2, "Background Information," a paraprofessional is one of his own targets. Taking a job is supposed to make significant changes in the person himself. Some advocates of paraprofessional programs give fully as much weight to improving the person employed as a paraprofessional as they do to improving pupil learning. Although this is not the case in New York City, where it has been made clear that pupil gain is the ultimate criterion of paraprofessional success, the Board of Education expects concomitant gains for the paraprofessionals. They are expected to gain added self-respect as well as daily job satisfaction from carrying out significant work, acquire job skills which can start them upward on a career ladder, resume their education through training needed for paraprofessional work, raise their aspirations for themselves, their own children, and the racial or ethnic minorities in their neighborhoods from which they are often drawn.

In the following description, answers given to the interviewers by classroom paraprofessionals and parent/community paraprofessionals are combined except where indicated. The views of the other four target populations are cited from time to time. The statements which follow are substantiated by the data in Appendix M, pp. A--69-133.

Job Satisfaction. If paraprofessionals do not like what they are doing, none of the objectives held for them as a target population and none of the ultimate objectives they are supposed to achieve with pupils is likely to be accomplished. The interviewers found that paraprofessionals do indeed enjoy what they are doing. About 95 percent said they like their work -- many like it even better than when they started -- and almost 80 percent have no thought of changing. Over 90 percent called it "very important;" many are even more convinced about this than when they began. For about 70 percent, it is their most important job ever. This positive attitude comes through strongly to pupils: 97 percent of the elementary children said paraprofessionals enjoy working with them.

Previous studies of teacher morale do not show as high a level of job satisfaction among teachers as paraprofessionals expressed in New York City. Moreover, these results were taken during the serious threat of a paraprofessional strike and demands for higher wages in New York City, a time when paraprofessional morale might have been low.

Presumably their sense of job success affects paraprofessionals' attitudes toward themselves, giving them added self-respect. If so, the program can be credited with scoring another point in favor of the disadvantaged adults who are often employed as paraprofessionals. Whatever the reason, the interviewing teams thought that in a number of schools they visited, an improved self-image is a most noticeable effect of the program on paraprofessionals themselves.

Growing Responsibility. One intention held in common by all sponsors of paraprofessional programs -- Government funding agencies, school district administrators, and professional advocates -- is to assign significant duties to paraprofessionals and to have them grow in the job. Both the paraprofessionals and those who supervise their work were asked whether this is happening in the New York City schools.

As they gain experience, paraprofessionals are being given more significant work, according to about 65 percent of those interviewed. Only 3 percent reported any reduction in responsibility. The 65 percent figure may be just about right. It falls half-way between the 85 percent of school principals and the 50 percent of teachers who reported that paraprofessionals are getting more challenging work. Principals and teachers agreed unanimously with paraprofessionals that they are certainly not getting less responsibility. And over 50 percent of the principals think paraprofessionals could be given duties which require still more of them. The teams of interviewers concluded that in more than 50 percent of the schools they visited, a growing degree of responsibility and the gaining of job skills are the chief effects of the program on paraprofessionals.

Attitude Toward School. One purpose for employing paraprofessionals is to close the gap between the school and the surrounding community -- a community which may be uninformed about the program or disenchanted with what the school is accomplishing or even doubtful about whether it is genuinely trying to succeed with the children. One way of reducing the distance is to have the paraprofessional get a knowledge of the program and develop a positive attitude toward it which he can communicate directly to community members who recognize him as one of their own. In New York City, this is happening.

Over 65 percent of the paraprofessionals think the school is doing a good job for the children and almost 90 percent think school people are trying to succeed. About 45 percent of the paraprofessionals are more confident of this than when they began. Almost 100 percent of the principals and 50 percent of the teachers can sense a positive change in paraprofessional attitudes. In fact, the visiting interview teams found several schools where the major impact of the program on paraprofessionals is to give them a more positive attitude toward the work of the school.

Links With The Community. To succeed in their liaison function, paraprofessionals have to be closely related to the surrounding community. Almost 90 percent of the paraprofessionals live in the neighborhood around the school. In fact, half of the pupils and parents with whom they work live within three blocks of the paraprofessionals' homes. Over 85 percent of the paraprofessionals plan to continue to live in their present neighborhoods, although this particular decision is not influenced by their

paraprofessional jobs. On the other hand, their school jobs are causing paraprofessionals to draw closer to their neighbors. Over 70 percent of the parent/community paraprofessionals reported spending more time with community people and over 20 percent have joined a community organization since becoming a paraprofessional. (The low percentage reporting that they have joined organizations is less meaningful than the high percentage who report additional informal contact. Formal memberships are not as likely a form of social interaction for the adult target population as are less formal, incidental contacts.) Since parent/community paraprofessionals are intended to link school and community, it is noteworthy that almost 70 percent of them trace their closer community ties directly to their school jobs. Paraprofessionals even think that the neighborhood is improving because of their work: about 70 percent of the classroom paraprofessionals and 80 percent of the parent/community paraprofessionals hold this opinion.

Desire for Further Education. Does taking a paraprofessional job stimulate a desire to resume one's education? Paraprofessional employment is often advocated as a way to start disadvantaged adults back to school. Once on the job, they will realize how much they need to learn and will go back to high school or enter college. And they may then go on to more rewarding kinds of work. The result: a decisive break in the dreary cycle of poverty in which these families have moved for generations. That is the theory. How well does it work in New York City?

Having a paraprofessional job influences but does not determine a person's decision about more schooling. Perhaps many people who take jobs as paraprofessionals have already decided to resume their education and are using the job as a way back. About 35 percent of the paraprofessionals interviewed are taking courses currently, a step that was "encouraged" by their school job. About 80 percent would like to get more education but only about 60 percent expect to go back to school. Note that their aspirations exceed their actual expectations. About 45 percent hope to get a teaching certificate eventually. Again, paraprofessional employment did strengthen but did not create the desire of the majority for more education: 80 percent report that their jobs enhanced their desire but about 50 percent were considering going back to school anyway. The visiting teams found some schools were they felt the major impact of the program on paraprofessionals is to excite their interest in further schooling.

Aspirations for One's Own Children. Research on the use of paraprofessionals had indicated an unexpected but highly desirable side effect: they apply what they have learned to their own children -- explain school to them, encourage them to like it, help them with their homework, and almost inevitably begin to raise their own expectations -- and those of their children -- as to how far they will go in school and in life. Interviewers found some evidence of this familiar pattern in New York City.

Over 65 percent of the paraprofessionals have children in school and about the same proportion find themselves getting more involved with their children's schoolwork since taking a job. About 70 percent of the classroom paraprofessionals and 60 percent of the parent/community paraprofessionals expect their children to finish 4 years of college. Interestingly, their aspirations for their own education have been more directly affected than their hopes for their children's education: only about 35 percent of the parent/community paraprofessionals and about 20 percent of the classroom paraprofessionals report higher hopes for their children.

Impact on Pupils

Interviews with almost 200 small groups of pupils (ranging from 2 to 5 per group) were supplemented by questions to paraprofessionals, teachers, principals, and parents about the effect of the program on pupil learning and pupil attitudes.

Pupils are the prime target of paraprofessionals. Whenever paraprofessional services are used to change teacher behavior or modify parent attitudes, it is for the ultimate purpose of improving pupil learning. Thus whether paraprofessionals approach pupils directly or approach them indirectly through others, change in the pupils is the ultimate criterion of success.

As explained in Chapter 2, "Background Information," the program intends to put capable, respected members of pupils' own ethnic groups into the classroom so that pupils can use them as behavior models. Pupils are also expected to get more individual attention either from the paraprofessional herself or from the teacher whose time she frees. The desired effect of the services is that pupils will improve in school achievement, in attitudes toward school, in attitudes toward themselves, and in social behavior inside and outside of school. It is also hoped that the paraprofessionals' aspirations for their own education and occupation in the future will be lifted.

School Achievement. Of all improvements hoped for from the paraprofessional program, better school achievement is the highest ranking purpose. It is hoped that children will do better especially in reading and arithmetic, where the effort is heavily concentrated. It is intended that their test results and grades will reflect this improvement. Changes in attitudes, changes in behavior, changes in aspirations -- all these are instrumental to the primary objective of a change in measurable school achievement.

Over 95 percent of the pupils reporting on classroom paraprofessionals said that paraprofessionals help them with their school work. In contrast, only 25 percent of the pupils said that parent-community paraprofessionals help them with their work. (The two divergent answers demonstrated that pupils could discriminate between types of paraprofessionals and were not letting a "halo effect" extend their answers to both types.) Interestingly, however, even those few pupils receiving help from parent-community paraprofessionals said they are doing better in school as a result.

Roughly 50 percent of the pupils interviewed said they have been doing things differently in school since paraprofessionals arrived. About 90 percent of the pupils said that classroom paraprofessionals help teach them to read and almost as many said that they like to read more as a consequence. Help with homework was reported by over 75 percent of the pupils, a figure which dropped to 25 percent in the case of parent/community paraprofessionals. These results held true across all grade levels. About 65 percent of the junior high pupils, for example, said they have changed the way they do their homework because of what they learned from their classroom paraprofessional and about 75 percent now think that homework is more important. About 80 percent of the junior high pupils interviewed felt that they are learning more in school, scoring higher on tests, and getting better grades because of paraprofessional help.

The other persons interviewed agreed very closely with the pupils' own assessment of their progress. In fact, about 95 percent of the paraprofessionals said they have noticed changes in the pupils' school performance. Principals' views were close to those of paraprofessionals, with 95 percent reporting at least some change in performance. Although not as uniformly positive about this as paraprofessionals and principals, the majority of teachers arrived at the same conclusion. Roughly 75 percent of them said that they have noticed a change in pupils' work, that pupils are making better progress (especially in reading) and that pupil test scores and grades have risen since classroom paraprofessionals arrived. Teachers reported similar but smaller effects on pupil achievement as a result of parent/community paraprofessional assistances. Like the teachers, about 75 percent of the parents said their children are doing better in school, with almost as many reporting that their children are now spending more time on schoolwork. The interviewing teams themselves came away convinced that school achievement is a visible area of impact. They said that in almost half the schools, higher achievement is the most powerful impact of the program on pupils. In fact, the teams said that pupil school achievement ranked second out of a total of 65 reported impacts on the five target populations. Pupil achievement was outranked only by a changed role for the teacher in frequency of mention and stood far above most of the 63 other impacts cited.

Attitude Toward School. A pupil's attitude toward school is an indicator of whether he feels able to cope with its demands and a predictor of whether he will want to continue. A positive attitude indicates that he is confident he can meet whatever challenges the school sets for him. This attitude is an essential prerequisite to school success. About 85 percent of the elementary pupils said they enjoy coming to school more than formerly, and about 75 percent of the junior high pupils said the school is doing a better job of teaching since paraprofessionals arrived.

These better pupil attitudes are evident to others. For example 70 to 80 percent of the paraprofessionals said that pupils are more interested in school now than when paraprofessionals first came. Teachers were once again not as positive about the influence of paraprofessional services on pupils' attitudes, but the majority (about 60 percent) thought they have improved. Teachers disagreed about whether there has been a change in pupil attendance; possibly there is an improvement in some classrooms, in some schools but not in others. As on other questions, principals' views came closer to those of

paraprofessionals than to those of teachers, with 100 percent of the principals reporting a change in pupils attitudes toward school and about 60 percent reporting that attendance has improved. Though parents did not claim that the arrival of paraprofessionals has made their children enthusiastic about school, 75 percent of them found the pupils more interested in school work than when they first began working with paraprofessionals.

Attitude Toward Self. Disadvantaged pupils often have a low opinion of themselves and an especially low opinion of their ability to meet the demands of schoolwork. A sense of incompetence is debilitating and makes children give up even on simple school tasks where they could readily succeed. One purpose of the paraprofessional program is to make pupils feel better about themselves, especially about their ability to cope with school requirements. Paraprofessionals are expected to achieve this result partly through serving as credible models of success and also by giving specific, day-by-day encouragement to the children, reassuring them that, if they try, they will succeed.

Over 75 percent of the junior high pupils said that paraprofessionals have encouraged them to do things that the pupils themselves had wanted to do especially well, and over 95 percent of the elementary pupils said that paraprofessionals have helped them learn to do things better. Almost 100 percent of the paraprofessionals said that pupils have more confidence in themselves, particularly in their ability to do schoolwork, and are prouder of what they can do than when the paraprofessionals first arrived. On this point, teachers agreed quite closely with paraprofessionals. About 80 percent of the teachers said that pupils are more confident than before, and about 60 percent thought that pupils are happier with their roles in school. Teachers reported that parent/community paraprofessionals are more likely to affect a pupil's general adjustment to school than to affect his confidence in his specific ability to do schoolwork. Like teachers, over 65 percent of the principals could sense more pride and self-confidence among pupils since paraprofessionals began their work. Similarly, 75 percent of the parents thought their children took more pride in schoolwork and were more confident of what they can do. The interviewing teams reported that in a number of schools they visited the main effect of the program on pupils is to improve their attitudes toward themselves.

Social Behavior. Interviewers asked pupils about their social behavior inside and outside of school, since non-productive or disruptive pupil behavior is a common problem in schools located in disadvantaged communities. Moreover, aimless or non-constructive social behavior is in itself a symptom of poor personal adjustment and a feeling of inability to meet the requirements imposed by the school. Good behavior is both a symptom of and a prerequisite for readiness to learn.

When they were interviewed, almost 75 percent of the elementary pupils said they sometimes get into trouble in school, but even more (almost 90 percent) said that their paraprofessional help keep them out of trouble. In the junior high schools, about 65 percent of the pupils said they behave differently in school since paraprofessionals came. In many of the schools they visited, the teams of interviewers concluded that the chief outcome of the paraprofessional program for pupils is to change their behavior in school.

Paraprofessionals try to extend their influence to after-school hours, but are understandably not as successful as during the school day when they are working directly with the pupils. Although the majority of elementary pupils do not actually do things after school in the company of the paraprofessionals, almost 60 percent reported that the paraprofessional suggests things for them to do after school, and some pupils said they take that advice. A minority of junior high pupils (only about 35 percent) said they have changed the kinds of things they do outside of school since working with their paraprofessional.

Future Plans. If the paraprofessional program succeeds in raising the self-confidence of pupils and increasing their achievement in school, it can reasonably be expected that the pupil's plans for their personal futures will aim for a higher level of education and occupation than might have otherwise been the case. As to their future plans for schooling and a job, only a minority of junior high pupils (roughly 25 percent) said that the classroom paraprofessionals have influenced their thinking on those topics. Almost 85 percent of the junior high pupils reported they are now thinking of going to college, with about 70 percent intending to enter professional work, many in the social work and health fields. There is no evidence here of low aspirations.

Impact on Teachers

Interviewers talked with 307 teachers in the 50 schools and cross-checked some of their answers with school principals and paraprofessionals. The results showed strong support for the paraprofessional program.

Paraprofessionals are expected to make teachers more effective. Those who work in the classroom are expected to have a direct and immediate impact, while those who work with parents in the community are expected to have an indirect and slower-acting, but nonetheless powerful, impact. The presence of a paraprofessional is expected to alter the kind of work a teacher does with children, improve her relations with students, with parents, and with the surrounding community, as well as give her a greater sense of accomplishment and job satisfaction. Although pupils are the ultimate target of paraprofessionals, they are expected to help pupils partly by making teachers more effective.

Relations With Students. It has been widely asserted, not always with evidence, that middle-class white teachers do not always fully understand and readily relate to disadvantaged pupils from different socio-economic and ethnic backgrounds. Paraprofessionals are chosen from the same backgrounds as the pupils partly to plan an intermediary, interpretative role so that both teachers and pupils will understand each other better.

About 50 percent of the teachers reported a better relationship with the children in their classes because of the work paraprofessionals have done.

Relations With Parents and Community. Placing a member of the immediate community side-by-side with teachers is supposed to create a communication link between teachers and parents and give teachers a better understanding of the surrounding community, including those ethnic minorities of which the teacher often is not a member. Over 50 percent of all teachers interviewed reported a better relationship with the parents of their students. In the case of teachers who had the benefit of parent/community paraprofessional services, 65 percent reported easier relations with parents from homes where the paraprofessionals visit periodically. About 45 percent of the teachers

said they have gained a better understanding of the surrounding community and of minority groups as a result of paraprofessional services. Few teachers with classroom paraprofessionals find themselves more involved in community activities (only 20 percent) but over 35 percent of teachers who worked with parent/community paraprofessionals said they are spending more time working with the community. The interviewers who gathered the data reported that in several schools the main effect of paraprofessional services was to give teachers a better attitude toward parents and others in the school neighborhood.

Change in Teachers' Role. Teachers can seldom give enough individual attention to disadvantaged children in their classrooms. Moreover, they spend a substantial part of the day in preparatory and organizational activities and in other sub-professional work which are not directly instructional and which could be delegated to auxiliary personnel. In adding paraprofessionals to classrooms, it is intended that the teacher will change her role. She will spend more time in instructional activity, less time in clerical and sub-professional work, more time teaching individuals and small groups. Most teachers who have classroom paraprofessionals said that their work has changed as a result. About 55 percent said they are now assuming additional jobs and using new skills. Many teachers reported that they are doing more with individual children and small groups, in addition to the individual and small-group work being done by paraprofessionals themselves. As a consequence, many children are finding new opportunities to participate more actively in school work. (See Table 10.) Almost 90 percent of the principals agreed that teachers' roles have altered since paraprofessionals entered the classrooms.

Over 65 percent of the paraprofessionals interviewed said they thought the teacher has begun to work differently with the children since their arrival. Over 95 percent thought they detected some change in the teacher; almost 50 percent said there has been much change. The interviewing teams reported the finding that in 66 percent of the schools they visited, the chief impact of the program on the teacher is to change the way he does his work. Thus teachers, principals, paraprofessionals and outside observers all agreed that the teachers have not gone on in the old way but have been able to change their work patterns noticeably.

Sense of Accomplishment and Job Satisfaction. What teachers have to say about their accomplishments may be read as credible evidence about what pupils are learning. Of course it can be argued that expressions of opinions do not constitute hard evidence, even though teachers are admittedly closer to the daily classroom scene than anyone else and thus in a good position to judge. The interviewers asked teachers whether they thought the paraprofessionals program is accomplishing anything. Their strongly positive answers can be read as evidence that the school is achieving more. But even if not acceptable for that purpose, the teachers' reports can at the very least be taken as indicators of their own sense of accomplishment and job satisfaction.

Teachers,like everyone else, deserve a sense of daily accomplishment and enjoyment. Indeed, considering what recent research has shown about the

powerful influence of teacher expectations on what pupils will actually achieve in their classrooms (teachers who expect more, get more) it can be argued that teachers need a strong sense of accomplishment in order to keep their hopes and aspirations for the children high. This is particularly true for schools where ESEA Title I and New York State Urban Education funds are supplying paraprofessionals -- schools where children from the surrounding disadvantaged homes often do poorly, where teacher satisfaction is often low and teacher turnover is often high.

The interviewers found that paraprofessionals seem to be having a decidedly beneficial effect on teachers' feeling of accomplishment and pleasure with their work. Almost 80 percent of the teachers working with classroom paraprofessionals feel they are accomplishing more, thanks to paraprofessionals, even with students of especially disadvantaged families. In fact, almost 95 percent of the teachers who work with parent/community paraprofessionals believe that the school as a whole is doing a better job because of them. Almost 80 percent of teachers who have classroom paraprofessionals hold the same opinion. School principals are well acquainted with teachers' views; almost 80 percent of them recognized that teachers' feelings about the school itself have changed since paraprofessionals came to work.

Teaching, traditionally regarded as difficult in the schools to which paraprofessionals are assigned, becomes less demanding under the program. Over 80 percent of the teachers working with classroom paraprofessionals said that their job has become easier, thanks to the paraprofessionals, and 55 percent say they enjoy their work more than before. Only 3 percent report enjoying the job less. In fact, almost 20 percent of the classroom teachers reported that their personal plans to continue teaching have been affected favorably by the paraprofessional program. Principals agreed (97 percent of them) that paraprofessionals have had at least some positive effects on teachers. Although about 50 percent of the principals said that some teachers are seeking transfers for next year, over 95 percent of the principals assured the interviewers that these transfers are not related to any dissatisfaction with the paraprofessional program.

Impact on Principals

The principals in the 50 schools were asked several questions about their own work. One set of questions had to do with the principals' sense of accomplishment and job satisfaction, the other with their relations with parents and community.

Sense of Accomplishment and Job Satisfaction. Like everyone else, school principals need to feel that things are going well and that their efforts are achieving something worthwhile. This is particularly important in schools attended by disadvantaged youngsters, where there may be a tendency toward low expectations on the part of pupils, teachers, and parents. It is essential for the principal himself, in his key position as school leader, to keep the hopes and expectations of those around him high. Much of this is communicated to the faculty by the principal's own attitude toward what the school is accomplishing. One hypothesis of the study was that paraprofessionals are having a positive influence on principals' attitudes.

Almost 80 percent of the principals reported that their own work has been affected in some way by the arrival of the paraprofessionals. The interviewers who talked with the principals concluded that a shift in the principals' roles is the kind of impact they most frequently experienced. Almost 70 percent said they have more positive feelings about their jobs and about 50 percent said they enjoy their work more. The job is not necessarily any easier; paraprofessionals do represent a new set of demands on the principals' time. Thus, while about 40 percent of the principals said their jobs are easier, they were matched by another 40 percent who said they find their jobs more difficult. It is quite significant that while only 60 percent of the principals felt their schools are doing a good job in the community (30 percent thought the work of the school is only fair and 8 percent think it is actually poor), almost 90 percent of all principals interviewed said the school is doing a better job since paraprofessionals joined the staff. The visiting teams said that for principals in some of the schools a strong sense of what their schools are now accomplishing with children is the chief outcome of the program. Obviously, principals are getting an increased sense of achievement and satisfaction from the work of paraprofessionals in their buildings.

Relations With Parents and Community. Another quite specific objective of the paraprofessional program is to bring about better relations between the principal and the surrounding community. In recent years the New York City schools have had a few widely-publicized cases of conflict between principals and the communities they are expected to serve. These cases have often involved the kind of schools examined in this study, schools in disadvantaged neighborhoods where paraprofessionals are assigned in substantial numbers. Paraprofessionals are deliberately drawn from the surrounding community so as to bind the institution closer to its clientele. What do principals say about school-community relations now that paraprofessionals are being used?

About 70 percent of the principals said they have an easier working relationship with parents since paraprofessionals came. This figure can be

contrasted with the approximately 35 percent of principals who felt their relationships with teachers have changed for the better because of paraprofessionals. (Note that the principals discriminated between the two questions and did not attribute a global benefit to paraprofessional services. In answering these inquiries, as in answering other questions, those interviewed showed that they were listening and were not giving a general "yes" to everything asked.) Most principals (about 65 percent of them) said they have a better understanding of their communities and of neighborhood minority groups since paraprofessionals began working with the schools. In fact, the teams of interviewers reported that a change in attitudes toward their communities is the most noteworthy impact of the program for several school principals. A minority of the principals said that they are now working with the community more than before paraprofessionals were employed. Although this shift in behavior did not occur for most principals, it was nonetheless a significant event wherever it did happen.

Impact on Parents

The home also teaches. Research in the past two or three decades has fully confirmed what was already common knowledge: parents exert an enormous influence on pupil learning. They are at least as powerful as the school in shaping the attitudes of very young children; and, of course, they exercise their influence during the critical years of early childhood, before the school has an opportunity to come into play.

Parent/community paraprofessionals are expected to intervene directly in the homes of pupils who need help at school. They work with parents singly and in small groups to interpret the school program and to show parents how they can help their own children. When necessary, paraprofessionals help families with the problems of health, welfare, and employment which must be solved before parents can provide a good home environment for their children. As in paraprofessional work with all target populations, the ultimate objective is to improve pupil learning. The immediate objective with parents is to enable them to help their own children and to raise their expectations about what their children can accomplish in school. It is expected that parents will, of course, transmit these expectations to their children, reinforcing the work of teachers. While it is not uncommon for parents to hold very general long-term hopes for their children, such as college attendance, these hopes may have to be translated into day-to-day expectations. That is, the hope for college and a professional career someday has to be accompanied by daily encouragement of good study habits and a regular expression of interest in school performance. Much of the chance for the success of this approach lies in whether paraprofessionals are able to change parental attitudes toward the school as an institution -- to get them to feel that the work of the school is important, that the teachers are trying hard, and that their children can succeed. There is, of course, the potential added benefit of better relations between school and community if the effort succeeds.

Change in Parental Role. As might be expected, the proportion of parents who attest to the influence of parent/community paraprofessionals is about

double that of those who feel the influence of classroom paraprofessionals. Understandably, this is about the reverse of what was reported by teachers, whose work is more affected by the presence of classroom paraprofessionals. The statistics used in the following statements are what parents reported for parent/community paraprofessionals.

About 50 percent of the parents said that thanks to suggestions from paraprofessionals, they have begun to think differently about the things they might be able to do at home. About 45 percent said they have already changed what they do with their own children, and about 35 percent said they are participating more often in school activities. Almost all paraprofessionals (90 percent) said they felt that parents have acquired new knowledge and skills because of paraprofessional services.

Attitude Toward School. Of the 237 parents reached by telephone for interviews, 70 to 80 percent thought the school is doing a good job, with the remainder rating the work as only fair or even poor. Almost 70 percent of these same parents thought the school has changed for the better since paraprofessionals came. Almost 95 percent of the parent/community paraprofessionals thought that parents are better satisfied with the school because of paraprofessional services: almost 80 percent of classroom paraprofessionals held the same view. About 70 percent of the paraprofessionals thought that parents now feel freer to call the teacher or the school principal to ask questions. In addition, 70 percent of the parent/community paraprofessionals asserted that their influence has caused parents to be more involved in community affairs. The views of principals coincided with those of paraprofessionals: almost 90 percent of the principals felt that paraprofessionals have had at least some influence on parental attitudes, and about 80 percent said that parents feel the school is doing a better job since paraprofessionals came.

Education of Own Children. Not many parents said that paraprofessionals have influenced their thinking about how far their children should go in school (most already expected them to go to college). Similarly, only a minority of parents (about 25 percent) said they are spending any more time helping children with homework since paraprofessionals arrived. (Approximately 60 percent of the parents said they were already helping children with homework before paraprofessionals came to the school.) Interestingly, about 40 percent of the parents said that working with parent/community paraprofessionals has influenced their thinking about their own education, whereas about 20 percent said that it has touched their plans for their children's education. As in most cases, about twice as many parents attributed influence to parent/community paraprofessionals as to classroom paraprofessionals.

As was true of several other aspects of their work, paraprofessionals reported having a greater influence than the parents confirmed: 85 percent of the parent/community paraprofessionals (and about 65 percent of the others)

said that parents are involving themselves more in their children's education since the program started. On this question the principals took a more conservative position than the paraprofessionals: about 60 percent thought parents are helping children with schoolwork more often since paraprofessionals took jobs at the school.

Although they often found themselves unable to judge the impact of the program on parents, the teams of interviewers felt they had enough evidence to reach a conclusion in 18 cases. In 8 of those 18 cases, interviewers reported impacts on parents as revealed in better attitudes toward the school and belief that the school is achieving more with pupils.

Additional Evidence of Impact

Two other bodies of data which were collected during the study served to confirm the evidences of impact reported above.

Elaboration of Short Answers. During the interviews, the respondents were often asked to elaborate on questions to which they had given short answers such as "Yes" or "No." The follow-up questions were intended to draw further evidence from the person being interviewed,usually in the form of illustrations from his own experience. For example, paraprofessionals were asked the following question: "Do you enjoy your work as a paraprofessional? Why?"

These extra questions yielded almost 12,000 responses. When coded along several different dimensions and analyzed, these responses confirmed the findings from the short-answer questions reported above. For example, the answers confirmed that paraprofessionals spend most of their time helping with the teaching of reading and mathematics. Or again, they confirmed the importance of good relations between the paraprofessionals and the various target populations, especially pupils. The responses are reported in Table 10.

Major Effects Listed by Teachers. Teachers interviewed in the 50 schools were asked to name the major effect of having paraprofessionals. No checklist was used. The questions were open-ended and called for free responses. Some teachers named several major effects. The 10 major effects named most often by teachers appear in the table below:

Major Effect	Frequency of Mention
1. Pupils' academic achievement has increased	515
2. Pupils like school more	304
3. Teachers enjoy their jobs more	294
4. Teachers relate better to community and minority groups	288
5. Paraprofessionals are being given increased responsibility	259
6. Teachers relate better to students	258

7.	Teachers feel the school is accomplishing more	247
8.	Pupils are gaining self-confidence	200
9.	Teachers relate better to parents	196
10.	Teachers feel greater job success	191

As indicated earlier, the ultimate purpose of the paraprofessional program in the schools of New York City is to increase pupil academic achievement. It is reassuring to see that, at least in the opinions of teachers, this is the most noteworthy effect. Not only was pupil achievement mentioned most often by teachers, it is ranked first by a considerable distance. The gap between that item and the second-ranking item, "Pupils like school more," exceeds the gap between any two other items in the checklist. In fact, the gap between the top two items is double the entire distance between the second-ranking and tenth-ranking items. It is almost as though teachers were reporting two different categories of effect: (1) pupil academic achievement and (2) all other outcomes.

The 35 items of personal background information, 22 items of job history and work setting information, and 19 categories of paraprofessional job activities were examined to see whether those paraprofessionals assigned to teachers who mentioned one kind of effect (e.g., pupils' academic achievement has increased) differed significantly on any of the 76 items from those paraprofessionals assigned to teachers who named another kind of effect (e.g., teachers relate better to parents). The search was in vain. Using chi-square tests of significance and a .10 level of confidence, the slight differences which appeared were no more than chance. Although it is possible that a more refined analysis of the data might have shown some connection between certain of the 76 items and the teachers' identification of different effects, the absence of differences is clearly in line with the other findings of this study. Just as there were few strong connections between the 76 items and the principal's ratings of the general effectiveness of paraprofessionals, there was little if any connection between the 76 items and the specific kinds of effects identified by teachers.

The Characteristics and Activities of Effective Paraprofessionals

Some paraprofessionals are more effective than others. What sets them apart? Two approaches were used in searching for the answer to that question. The first involved examining the characteristics of paraprofessionals singled out by school principals as being either particularly effective or particularly ineffective. The assumption was that by having principals identify pairs of extreme cases, the successful and unsuccessful paraprofessionals would divide themselves rather sharply on a number of measures. The second approach was to ask principals and teachers to name the characteristics they valued most in paraprofessional personnel.

It was hoped that one or both of these approaches would yield a description of effective paraprofessionals which could be used in one or both of two ways: (1) to guide recruitment, screening, and selection, and (2) to guide the planning of a training curriculum. The outcome of this investigation was surprising in a number of ways.

Paraprofessionals Identified by Principals as Effective. The first approach used by IED was to ask the principal in each of the 50 sample schools (38 elementary and 12 junior high) to identify his "most effective" and "least effective" paraprofessional. Since some principals were reluctant to give such ratings--particularly "least effective" ratings--the interviewing teams were also asked to single out during their visits any paraprofessional who seemed to them to be visibly effective or ineffective. The twin procedure yielded 61 "most effective" and 23 "least effective" paraprofessionals.

The 35 information items from the Census Instrument covering personal background and the 22 items from the Job Description Instrument detailing the paraprofessionals' job history and work setting were then examined to see how the "most effective" paraprofessionals differed from the "least effective" paraprofessionals. Using a chi-square test and an .05 level of confidence, statistically significant differences appeared on only 1 of the 57 items--an outcome that can be attributed entirely to chance.

That is, none of the fixed or durable personal characteristics of paraprofessionals showed up as statistically significant. The age, sex, marital status, number of children, racial or ethnic background, income, education, previous job experience or years of residence in New York City were not connected with whether a paraprofessional was rated as "most effective" or "least effective" by the school principal. At the very least, these findings suggest that a very broad band of population can be considered eligible for paraprofessional work. There is nothing here to indicate that paraprofessionals ought to be drawn from any particular age group or racial bloc or income bracket or education level. (The second approach used by IED to identify characteristics of successful paraprofessionals did reveal some limits for the eligible population, however. Those findings will be discussed later.)

In addition, in order to find whether effective paraprofessionals spend their day in tasks different from those of ineffective paraprofessionals, data were examined from the 19 major categories from the second section of the Job Description Instrument. (For a description of the 19 categories of paraprofessional activity into which the 175 items

on the job activity checklist are classified, see Chapter 3, "Instrument Development.") Here again, the differences were quite small. However, the two groups did show statistically significant differences on 3 of the 19 items, using a chi-square test and an .05 level of confidence. These three items, sequenced in descending order of significance, are as follows:

Item	% of Paraprofessionals in Activity		
	Most Effective	Typical	Least Effective
1. Reporting Information, a typical task being "Reporting pupils' learning problems to the teacher"	86%	78%	56%
2. Presenting information to instruct, a typical task being "Pronouncing and spelling new words for children"	72	64	44
3. Planning, a typical task being "Planning classroom activities with the teacher"	65	46	33

It is noteworthy that all three items are closely related to the instructional process. The paraprofessional who carries out these activities is performing or assisting with a number of the significant functions of a teacher. The effective paraprofessional plans with the teacher, works directly with the children in the instructional process, and reports significant information about the pupils to the teacher. The fact that paraprofessionals whom principals rate as "most effective" engage in these activities more often than other paraprofessionals is in keeping with other findings of the study. That is, the paraprofessional is considered most valuable when he is performing rather complex, genuinely semi-professional duties rather than carrying out routine tasks.

Paraprofessional Characteristics Named by Teachers and Principals. The second approach which was used by IED in identifying the attributes of effective paraprofessionals was to question teachers and principals. All of the 307 teachers and 50 principals interviewed were asked the following question: "What would you say are the five most important characteristics of an effective paraprofessional?" Respondents were asked to rank those characteristics in order of importance. The question called for free responses; no checklist was used.

The results of that question were extremely interesting. (See Table 11.) Only one of the 35 items of personal background which had appeared in IED's printed Census Instrument was even mentioned, and then by only 2 percent of the teachers. And only 2 of the 22 items of job history information which had appeared in the printed Job Description Instrument was named, and then by only 1 percent of the teachers. That is, of the 57 items of personal background and job history information which IED had chosen to investigate on the assumption that they might be important characteristics of paraprofessionals--an assumption drawn largely from professional literature and previous research on the subject--only two were volunteered by even a tiny fraction of the teachers and principals when faced with the question: "What are their most important characteristics?"

This finding from the second approach represents a totally independent confirmation of what IED found in the first approach when it checked the characteristics of paraprofessionals rated by principals as "most effective" or "least effective." In that case, too, as indicated earlier, almost none of the items of personal background and job history information showed a statistically significant relationship with the principals' "effectiveness" ratings.

What did teachers and principals select as important--if not age, sex, education, ethnic background, previous job experience, and the other standard demographic variables? What they selected instead were personality characteristics. They said that the important thing about a paraprofessional was not whether he was young or old, Black or White, rich or poor, modestly-educated or well educated, but whether he had the personality traits that most human beings tend to value in other human beings.

This is the profile of the "ideal" paraprofessional which emerged when the 1,356 answers given by teachers and principals were classified:

> The paraprofessional should be personable, able to relate to others, stable, interested, knowledgeable, and intelligent--in that order.

Those ideal characteristics can be further explained. To be personable is to be cooperative, understanding, patient, and pleasant. To be able to relate means to be able to get along well with all kinds of other people, particularly with pupils and to a lesser extent with teachers and people in the community. To be stable means to be reliable, conscientious, and mature in outlook. To be interested means to show initiative, to be motivated, and to be willing to learn. To be knowledgeable means to be informed about the school curriculum and teaching techniques and to be educated. To be intelligent means not only to have cognitive abilities but to be creative as well. (See Table 11.)

Teachers said that parent/community paraprofessionals needed exactly the same characteristics as classroom paraprofessionals. However, there were some differences in emphasis. The top two characteristics of the ideal parent/community paraprofessional--personableness and the ability to relate to others--far outranked any others. They were mentioned by five times as many teachers as were any other characteristics. Teachers who work with parent/community paraprofessionals evidently think that personableness and the ability to relate to others are the two essential requirements for the job. Apparently, a paraprofessional cannot be a successful link between the school and community without them.

The frequency with which principals as well as teachers mentioned the characteristics are summarized in the table below. For more detail, see Table 11 in Appendix N.

Most Important Paraprofessional Characteristics

Characteristics	Frequency of Mention		
	By Teachers		By Principals
	Classroom Types	Parent/Community Types	Both Types
Personable	32%	41%	18%
Able to Relate	30	36	37
Stable	14	7	14
Interested	11	6	20
Knowledgeable	8	7	8
Intelligent	5	3	4

The table above shows that the principals do not value personableness (the characteristic of being cooperative, understanding, and patient) as highly as teachers do. On the other hand, what the principals value more than teachers do is having a paraprofessional who is interested--who is willing to learn, is motivated and shows initiative. If they have to choose, many principals evidently would exchange personableness for interest. This may be because they, more that the teachers, were thinking also about parent/-community paraprofessionals, who often work outside the school and get far less supervision than classroom paraprofessionals. The principal may feel that the quality of being self-starting is essential for a person who must work without close supervision.

It is quite clear that both teachers and principals believe strongly that both types of paraprofessionals must be able to relate to other people--particularly to pupils, in the case of classroom paraprofessionals. (See Table 11 also.) A clue that the principals may have had their minds on parent/community paraprofessionals lies in the fact that the phrase principals used most often in the interviews was "works well with others." The principals used that phrase twice as often as any other but, unlike teachers, who thought it especially important that their classroom paraprofessionals get along well with pupils, principals did not make a special point of saying "works well with pupils."

Interviewers said that teachers used two specific phrases again and again during the interviews: "The paraprofessional must be able to relate to the children as well as to me" and "the frequent use of the word "cooperative", which ranked second among all words used by teachers, suggests a certain degree of teacher concern that the paraprofessional expects the teacher to exert professional leadership as to how the work will be conducted. The possibility that "cooperative" may be a word used by some teachers to mean "accepts direction" is suggested by the fact that teachers mentioned "cooperativeness" three times as often as principals did. Principals could think of 10 other characteristics they valued as much as or more than "cooperativeness." (See Table 11.)

Most Valued Paraprofessional Activities

Of all the activities a paraprofessional might engage in, which ones do teachers and principals value most? To find the answer to this question interview teams asked each principal and each teacher to fill out two abbreviated versions of the 175-item Job Description checklist: one for classroom paraprofessional activities and the other for parent/community paraprofessional activities. Principals and teachers were asked to choose the five most valuable activities on each list, irrespective of whether the paraprofessionals in their schools were currently performing them. Results for the two checklists are discussed separately below.

Valuable Activities of Classroom Paraprofessionals. The first checklist contained 19 activities representing each of the following 12 categories of classroom paraprofessional activity:

Planning
Preparing/Concluding
Presenting Information to Instruct
Assigning
Conducting Recitation
Testing and Evaluating
Reporting Information
Keeping Records
Supervising
Disciplining
Physical Caring
Comforting

Some of the 19 activities on the checklist had been chosen in pairs, with one member of each such pair representing a more complex, more professional task than the other. For example, one pair consisted of the following items: (1) Reporting pupils' learning problems to a teacher and (2) Reporting discipline problems to the principal, counselors, teachers, parents or others. It was assumed that the first of these two activities required more insight and judgment than the second--that is, it was more "professional." Another pair of items consisted of the following: (1) Going over a paper with a child, correcting and pointing out his errors, and (2) Playing a musical instrument or singing with the pupils. Again, it was assumed that the first activity would require more skill and judgment from the paraprofessional than the second. Items were presented in scrambled order on the two checklists and respondents were given no clue that some of the items had been selected in complex/simple pairs.

When the results of the two checklists were compiled, a clear, consistent pattern was immediately obvious. In every case where they were given a choice, teachers and principals, without exception, chose the more complex of the two tasks as being more valuable.

The top five activities selected by teachers and principals appear in the following table. (See Appendix M, pp. A-119--A-132 for details.)

Five Most Valuable Classroom Paraprofessional Activities

Selected by Teachers	Percent Selecting Item	Selected by Principals	Percent Selecting Item
1. Talking quietly to a child who is upset or disturbing the class	73%	1. Talking quietly to a child who is upset or disturbing the class	77%
2. Going over a paper with a child, correcting and pointing out his errors	54	2. Preparing visual aids for the teacher, such as: word cards, alphabet posters, word and picture games, timetables, flashcards, science charts	63
3. Preparing visual aids for the teacher, such as: word cards, alphabet poster, word and picture games, timetables, flash cards, science charts	42	3. Going over a paper with a child, correcting and pointing out his errors	59
4. Keeping records of student performance and progress in reading, math or other skills: for example, a file of all his tests or a record of books he has read	32	4. Reporting pupils' learning problems to a teacher	46
5. Going over class plans for the next few days with the teacher	31	5. Keeping records of student performance and progress in reading, math, or other skills for example, a file of all his tests or a record of books he has read	36

The table shows that teachers and principals chose the same four items for top ranking. These four items span the full range of paraprofessional activities: calming an emotional child, performing one of the classic instructional tasks, preparing simple visual aids; and keeping records. Teachers also think it is important to involve paraprofessionals in planning for the class, as shown by the fifth-ranked item. Principals gave fourth place to an activity which is closely related to the instructional process. The diversity of these highly valuable tasks shows the variety of services

expected from paraprofessionals and suggests the versatility they must have if they are to succeed. What is most interesting is that these top-ranked items display the same kind of breadth in the work of a paraprofessional that is expected in the work of a teacher. The finding confirms that the prefixes "para" or "semi" are apt descriptions of the work of these auxiliary classroom personnel.

A comparison of the tables on pages A-119 through A-132 shows that the principals as a group give a quite low value to certain activities which a number of teachers think important. Fewer than 5 percent of the principals as compared to 10 to 15 percent of the teachers rate the following three activities as being particularly valuable: (1) Keeping attendance records, (2) Correcting and grading short-answer tests, and (3) Reporting discipline problems. Significantly, each of these three items is the "simple" member of its complex/simple pair.

A further examination of the tables on pages A-119 through A-132 shows that both teachers and principals selected as most valuable activities those in which the paraprofessional worked with individual pupils, giving a lower place to activities where paraprofessionals dealt with the entire class as a group.

In summary, both teachers and principals valued paraprofessionals for a broad range of services encompassing instructional, classroom management, and pupil control activities. Whenever they were presented with a choice, teachers and principals consistently wanted paraprofessionals to carry out those tasks which are complex and require judgement--tasks very closely related to the professional part of the teachers' work, sometimes overlapping it.

Valuable Activities of Parent/Community Paraprofessionals. The checklist developed for parent/community paraprofessionals contained 12 items drawn from the 175-item Job Description checklist. In this abbreviated version, two types of paraprofessional activities were singled out for attention:(1) Matching Family Needs to Outside Resources and (2) Collecting Information. The first was considered more complex, more professional, in that it describes the paraprofessional as not merely collecting information but actually arranging for the family to use the school or agency services it needs. A typical "Matching" item was "Arranging for a housing official to meet with a family and their landlord in order to settle a rent or other housing dispute " while a typical "Collecting" activity involved nothing more than "Listening to parents talk about problems they have with their landlord or building superintendent or about finding a new place to live."

The results showed that neither teachers nor principals had any preference for "Matching Family Needs" in contrast to "Collecting Information." Both chose items from each category for top billing.

The following table displays the top five choices made by teachers and principals from the 12 possible items. (See Appendix M, pp. A-119--A-132 for details.)

Five Most Valuable Parent/Community Paraprofessional Activities

Selected by Teachers	Percent Selecting Item	Selected by Principals	Percent Selecting Item
1. Hearing complaints from parents about problems they have with the school	69%	1. Hearing complaints from parents about problems they have with the school	70%
2. Arranging meetings between parents and school staff to discuss school issues, such as: election of a local school board, rezoning, or a new playground	60	2. Arranging meetings between parents and school staff to discuss school issues, such as: election of a local school board, rezoning, or a new playground	60
3. Learning about unsafe health conditions in homes, such as: poor heating, faulty plumbing or lack of pest control	59	3. Taking school children or members of their families to the health clinic for regular check-ups	55
4. Getting to know what families in your school are in need of welfare or other financial assistance	56	4. Getting to know what families in your school are in need of welfare or other financial assistance	50
5. Taking school children or members of their families to the health clinic for regular check-ups	52	5 Learning about unsafe health conditions in the homes, such as: poor heating, faulty plumbing or lack of pest control	50

The degree of agreement in these findings is almost uncanny. Teachers and principals may disagree about some things, but not about what they want parent/community paraprofessionals to do.

The activities on the checklist cut across several family concerns: (1) school problems, (2) health, (3) finance, (4) employment, (5) housing, (6) police and legal issues. By their rankings, teachers and principals showed that they were most concerned about the first four, with school problems heading their list. Despite the fact that "Collecting Information" ranked as high as "Matching Family Needs," it is quite clear that teachers and principals expect parent/community paraprofessionals to intervene rather deeply in the lives of the families they work with.

In closing, it might be noted that the activity ranked first by both teachers and principals, "Hearing Complaints From Parents," may be exactly the kind of assistance that helps explain the enthusiasm of teachers and principals for paraprofessional services.

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APPENDICES

APPENDIX A

REPORTING DATES OF CONTRACT*

Project Began - January 5, 1970

Interim Report - April 15, 1970

Final Report - August 31, 1970

*Project was confirmed December 22, 1969

APPENDIX B

PROJECT CONSULTANTS

Advisory Committee

Dr. Walter J. Foley, Director
Iowa Education Information Center
The University of Iowa

Dr. Egon Guba, Associate Dean
Academic Affairs
Indiana University

Dr. David Krathwohl, Dean
School of Education
Syracuse University

Dr. Malcolm Provus, Director of Research
The Board of Public Education
Pittsburgh, Pennsylvania

Dr. Anita Simon, Director
Humanizing Learning Program
Research for Better Schools, Inc.

Educational Testing Service

Scarvia B. Anderson, Director
Curriculum Studies

APPENDIX C

LIST OF IMPACT SURVEY INTERVIEWERS

Field Coordinator	Jack Seiferth	
Team Leader	**Team Interviewers**	
Walter V. Brewer	Richard S. Brody Vivian Cassel	Carolyn Key Sabra Lumpkins
Judith Fuchel	Evelyn Archibald Shirley J. Fadim Judith Felsen	Mary Hecht Edith Mannis
Richard D. McClure	Yetta Blumenthal Michael Garelik	Iris Pearlman Rosalind Scheiner
Alicia Montalvo	Mary DePrey-Duque Nena O'Neill	Blas Padrino Noemi Padrino
Sidney Trubowitz	Barbara Levine Georgianna Lynn	Frances Slater Barbara Ullman
Rachel T. Weddington	Enola Butler Sheila Haber	Barbara Tourin Doris Margolin Weissler
Richard Kenneth White	Michael J. Costelloe George E. Karius Kevin McGilloway	Laurence F. Mucciolo Vera Diana Stein
William A. Proefriedt	Charlotte Cuddahy Patricia Garry	Leo Seiferth

APPENDIX D

NEW YORK CITY BOARD OF EDUCATION
PARAPROFESSIONAL JOB SPECIFICATIONS

Auxiliary Trainer Salary $3.50 per hr.

General Statement of Duties

Assist area training coordinator in all aspects of pre-service and in-service training of auxiliary personnel; acts as liaison between community and staff; keeps school community informed about the programs; assists staff in developing awareness of community needs; identifies parents' talents and aids schools in utilizing parents as resource personnel; performs related work.

Qualification Requirements

High School Graduation or equivalency diploma and one of the following:

a) Advance Job Corps training

b) Experience in one of the Auxiliary titles

c) College training

Educational Assistant Salary $2.50 per hr.
$2.25 per hr.

General Statement of Duties

Under the supervision of a licensed teacher in a classroom, participates in daily and long-range planning; works with small groups of individual children so the teacher can work with a large group or work with large groups of children so the teacher can work with small groups or individual children; assists in classroom activities; guides children in working and playing harmoniously with other children; alerts the teacher to the special needs of individual children; escorts children to toilet and assists in washing and toileting; assumes resonsibility for routines and supervision of the lunch period in the absence of the teacher; fosters good eating habits and encourage desirable table manners in children, performs related work.

Qualification Requirements

High School graduation or a satisfactory equivalent. Employees with two years of college (60 credits) are to receive $2.50 per hour.

Educational Associate Salary $3.25 per hour

General Statement of Duties

To assist classroom teacher in all instructional activities; to suggest and prepare instructional materials; to review and reinforce lessons initiated by classroom teacher; to aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys) so the teacher can work with a large group; to work with large groups of children so time is available for the classroom teacher to work with small groups or individual children; to participate in daily and long-range planning with colleagues; to contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music); to guide children in attempts to work and play harmoniously with other children in the class; to alert the teacher to the special needs of individual children as requested; to assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas; to assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running); to assist the teacher by:

a) reading to a child or a group of children
b) listening to a child or a group of children
c) talking to a child or a group of children
d) assisting with audio-visual aids;

to accompany individual children or groups to the toilet; to develop in children an awareness of good health practices; to assume responsibility for routines and supervision of the lunch period in the absence of the teacher; to encourage a wholesome climate during mealtime by assisting in setting an attractive table; to encourage desirable table manners and quiet conversation among the children; to foster good eating habits by having children try new foods and by discouraging waste (serving smaller amounts to those children with tiny appetites for those who desire it); to aid the classroom teacher in providing experiences for children which will stimulate their curiosity; to give special encouragement and aid to the non-English speaking child (adjustment to school, development of communication skills); to be a source of affection and security to the children; to assist the teacher in necessary clerical work (daily list of absenties, completion of required forms); to assist teachers in initiating and maintaining open lines of communication with school community; to act as a resource in the supervision and training of Educational Assistants; to perform related duties as required.

Qualification Requirements

Two semesters of satisfactory service as Educational Assistant; and Two semesters of in-service, Board of Education Training; and 60 college credits appropriately distributed to include the following:

6 credits in Social Studies)
3 credits in Psychology) or 6 credits in Behavioral Science
3 credits in Sociology
3 credits in Mathematics
3 credits in Science

Family Assistant — Salary $2.25 per hour
$2.50 per hour

General Statement of Duties

Under the supervision of the teacher or Program Coordinator, works as liaison between family, public agencies, and school; assists families with special problems or emergency needs in housing, income, health, and education; consults with special problems; maintains a list of local agencies that can offer assistance to families and individuals; performs related work.

Qualification Requirements

High School graduation or a satisfactory equivalent; Employees with two years of college (60 credits) are to receive $2.50 per hour.

Family Worker — Salary $1.75 per hour

General Statement of Duties

Under the supervision of the teacher or Project Coordinator, visits homes of, meets with, and encourages parents to particpate in school life; identifies special family needs, consults with Social Worker regarding referrals of family, and accompanies family on visits to public and private agencies, assists with recruitment and registration of children; checks on absentees by visiting homes; escorts children to and from school; assists teacher in classroom when necessary; performs related work.

Qualification Requirements

Mature, low-income non-professionals from the neighborhood as defined by poverty criteria of the agencies, with knowledge of the neighborhood.

Parent Program Assistant Salary $3.50 per hour

General Statement of Duties

Encourages parents and the community to develop programs for parents, family activities, and special interests; serves as liaison with school, parents, and the community attempting to involve all parties in the neighborhood or school programs; assists the Family Worker and Family Assistant in carrying out their duties; attempts to involve community leaders to actively participate in Policy Advisory Councils concerning school programs, performs related work.

Qualification Requirements

High School Graduate; live in community to be serviced; one semester of paid experience as a Family Assistant or ½ year paid experience in a community program or one full year of non-compensated service as an officer in a Parent Teacher or Parent Association or in some other community organization.

Student Aide Salary $1.50 per hour
$2.00 per hour

General Statement of Duties

Under the supervision of a school official or licensed teacher assists students and staff in school functions; performs related work.

Examples of Typical Tasks

Assists students with homework, development of work habits and study skills; assists students with reading, mathematics, social studies, art, creative writing, recreational activities or any other academic area. Performs activities related to tutoring. Assists in the library, book and supply rooms and other school facilities as assigned; assists with clerical duties of school employees.

Qualification Requirements

Must be fourteen (14) years of age; registered in and currently attending high school; recommendation of a school official. Salary $2.00 per hour - high school diploma.

Teacher Aide Salary $1.75 per hour

General Statement of Duties

Under the supervision of a licensed teacher in a classroom prepares for activities; assists with lunch, snacks, and clean-up routines; escorts and assists children with wash-up and toileting routines; assists with classroom activities and out-door play; help children with their clothing; cares for equipment; cares for children when parents meeting in school; performs related work.

Qualification Requirements

Mature, low-income residents of the neighborhood as defined by poverty criteria of the referral agency, with experience of interest in working with children.

APPENDIX E

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017

212-686-8910

STEES

H. Fischer, Chairman
ident, Teachers College
mbia University

iam T. Golden, Vice Chairman
porate Director and Trustee

rt H. Bowker
ncellor
University of New York

M. Brewer
stant Superintendent
burgh Public Schools

ry Chauncey
ident
cational Testing Service

J. Corson
sultant
ngton, Virginia

R. Finberg
ociate Counsel
eral Dynamics Corporation

the J. Gaines
rict Superintendent of Schools
w York, N.Y.

L. Marburger
nmissioner of Education
e of New Jersey

ney P. Marland, Jr., President
itute for Educational
elopment

n W. Riley, Jr.
e President
porate Relations
Equitable Life
urance Society

ce M. Rivlin
ior Staff
Brookings Institution

bert A. Sandberg
e President
vertising and Public Affairs
ser Aluminum & Chemical
rporation

n F. White
sident
Cooper Union

FICERS

ney P. Marland, Jr.
sident

nald E. Barnes
ce President and Treasurer

le E. Bussis
cretary

March 11, 1970

Dr. Samuel D. McClelland, Director
Bureau of Educational Research
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Dear Dr. McClelland:

This is in response to your request for further details concerning the methods we will use in performing our current In-Depth Study of the Use of Paraprofessionals in District Decentralized Projects supported under ESEA Title I and under the New York State Urban Education Program. Your request was prompted by inquiries from the New York State Education Department, based on its review of our original proposal for this work. Since then we have revised that proposal in accordance with the outline you supplied. A copy of that revised proposal is attached. We would suggest that this revision be supplied to Albany for its review.

Since undertaking the study, we have learned that there are approximately 3,000 paraprofessionals in District Decentralized Projects scattered throughout the City of New York. You will recall that we have agreed to undertake three "Tasks" regarding the work of these persons:

I) To take a 100% census, gathering demographic information on all persons serving as paraprofessionals. The paraprofessionals have been identified by name and their school locations determined. An elaborate questionnaire has been developed, pilot tested, revised, approved, and printed. It will be distributed to all paraprofessionals in conjunction with their pay checks this week. (A copy of the questionnaire is attached.)

II) To produce a detailed description of how various types of paraprofessionals actually spent their time in the school and in the community. An elaborate questionnaire is now under development. It will contain a checklist of 100 or more possible paraprofessional behaviors. Respondents will be asked to indicate the frequency, the location and other characteristics of the settings in which they perform

these behaviors, as well as to indicate the target population to which these are addressed. This questionnaire will take full advantage of items used in previous research on paraprofessionals.

III) To analyze the impact of paraprofessionals on selected target populations. It was this Task about which the State Education Department requested further information particularly about the instruments and procedures we propose to use. Our detailed response appears below.

We had intended to await the results of Task I (the census) and Task II (the job descriptions) before proceeding with detailed plans for our Task III. Inasmuch as we had planned to concentrate all our efforts on Task I and Task II during the early part of the study, we expected to have them completed and the data analyzed by the end of April, in time to use the results in carrying out Task III. However, at your request, we have spent considerable time during the past month in reading, thinking, and seeking advice from the Educational Testing Service and individual research advisors about how the impacts of paraprofessionals might be measured.

After careful study and thought, we concluded that given the several limitations under which this study must be conducted, it will not be possible to determine with certainty (or with a known degree of probability) what impacts paraprofessionals have had upon themselves and upon people around them. Even so, it will be possible to draw inferences about those impacts to guide those who must make decisions about the continuing use of paraprofessionals in the schools of New York. (Those decisions can, of course, be firmly guided by the results of Task I and TaskII).

The chief limitation of this In-Depth Study as an investigation of causes and effects is that it is not an experiment in which the key variables can be identified and brought under control. It is quite the opposite. It is an examination of an extremely complex, multi-purpose, ongoing field activity which has several distinct target populations, uses diverse procedures, and occurs in many locations. The program was of course well under way long before the research group arrived upon the scene. The program activities can be observed but they cannot be intervened in during the term of study.

Under such conditions, cause and effect cannot be established. On the other hand, strong inferences about possible existing causes and effects can be made and sharpened into hypotheses for investigation in a later study, should that be desired. A later study, properly planned in advance of any field activity, could have sufficient control over key variables and an adequate experimental design.

The limitations surrounding Task III are worth listing in some detail:

1) There are a number of purposes for using paraprofessionals in New York City schools, some intended to produce behavioral change in one target population, some in another. This topic is discussed further below.

2) The intended behavioral change in any given target population may be so loosely described or so multiple in character in a project proposal as to make it impossible to identify behavioral objectives with enough specificity either a) to guide paraprofessionals' activities directly toward those "behavioral targets," or b) to guide the construction of narrlowly-targeted evaluation instruments.

3) The procedures used in the paraprofessional programs cannot be experimentally stopped, replaced, rescheduled, modified or otherwise intervened in by the research staff. Consequently, the idea of experimental design with control over key variables or such experimental procedures as random assignments to treatments are simply not appropriate to this study.

4) Within the time limits set for the performance of the work, it will not be possible to take measurements at more than one point in time. Thus, indicators of growth or other forms of behavioral change cannot be generated from objective, repeated measurements, as one might like. Even if there were time tc take repeated measurements now, early growth would be missed.

5) School aides and paraprofessionals have been used in the schools of New York City for ten years, many of them in the same schools and with the same pupils who are now one of the targets for ESEA Title I and Urban Education District Decentralized projects. Indeed many of the target paraprofessionals and target professionals employed in these projects may have been previously employed in similar capacities and have already experienced growth which cannot now be measured.

6) The use of school aides and paraprofessionals in the schools for over a decade also means that there may be few if any pupils or settings which have not felt the impact of their work. What this means, in the special language of the educational researcher, is that there may be few if any "uncontaminated" pupils or schools who could be used for genuine comparison in any research design calling for control groups.

7) Paraprofessionals are seldom the only "treatment" or intervention used to affect behavioral change. Particularly in the schools which make the greatest use of paraprofessionals under ESEA Title I and Urban Education, the introduction of paraprofessionals may be preceded,

> accompanied, or followed by other important interventions, such as major curriculum change, new instructional materials, more professional specialists, extra training for teachers, stronger community involvement, etc. Accordingly, the effects of paraprofessionals may be difficult or impossible to extricate from the effects of other treatments.

This list might be extended, and indeed it has been in our conversations at IED. We have discussed the fact that at least one target population - the pupils - are nighly mobile and in many cases have not had the continued help of paraprofessionals. For example, we have considered the possibility that those teachers who choose to work with paraprofessionals may differ significantly from those who choose not to work with them. But the limitations cited above are sufficient to show why we believe that the impacts of paraprofessionals in this program cannot be identified with certainty and cannot be measured by instruments such as pupil achievement tests.

Every attempt to circumvent these limitations, and we have tried several, creates serious problems. For instance, we have even considered using multiple regression techniques to assign a weighting to the use of paraprofessionals when they appear as an influence on pupil learning. In the example we were considering, pupil reading achievement test scores (taken at a single point in time) would be used as the dependent variable, with socio-economic status, type of reading instruction, and other such reading-related independent variables used in conjunction with the presence of paraprofessional services. The result of such an approach would, in all likelihood, assign a very low weighting to paraprofessional services. The weighting might even be negative, since paraprofessionals may be assigned to the neediest pupils. As evaluators, we feel obligated to protect the paraprofessional program from damage based on apparently scientific but in fact quite spurious evidence.

More needs to be said about pupil behavior as the ultimate and even the sole outcome worth assessing. While it is certainly one of the ultimate outcomes, it is not the only one. There are intermediate objectives which are so distant in time and so indirect in influence that their effect on ultimate pupil behavior probably cannot now be determined.

The several purposes for using paraprofessionals in schools have been identified by Garda W. Bowman and Gordon J. Klopf in their 1968 study for OEO (New Careers and Roles in the American School) as follows:

1) For the pupil, by providing more individual attention by concerned adults, more mobility in the classroom, and more opportunity for innovation;

2) For the teacher, by rendering his role more productive in terms of pupil outcome, and more manageable in terms of teaching conditions;

3) For the other professionals, by increasing the scope and effectiveness of their activities;

4) For the auxiliary, by providing meaningful employment which contributes to his own development and to the needs of society;

5) For the school administrator, by providing some solution - not necessarily the solution - to his dilemma of increasing needs for school services, coupled with shortage of professionals to meet these needs;

6) For family life, by giving auxiliaries, many of whom are or may someday be parents, the opportunity to learn child development principles in a real situation.

7) For the community at large, by providing a means through which unemployed and educationally disadvantaged persons may enter into the mainstream of productivity.

We have identified five target populations for close attention: pupils, teachers, principals, paraprofessionals themselves, and parents. While most behavioral changes in teachers and principals and some of those in paraprofessionals and parents are intermediate to ultimate behavioral changes in pupils, we believe that some of the behavioral changes in paraprofessionals and parents are final targets. Thus we are not limiting the focus of Task III data to pupil behavior.

As to the evidence appropriate forTask III,we have concluded on the basis of our thinking to date that two types or sources of evidence are suitable: 1) the observations and judgments of the five target populations, both as to changes in their own attitudes and behaviors and as to changes in the attitudes and behaviors of the other four target populations, and 2) direct observations by trained observers during on-site visits.

The first type of evidence will be gathered from a sample of the five target populations by questionnaire as well as by interview during our visits to a number of representative project settings. We believe that it will be necessary to develop instruments for this purpose unless our continuing search for existing instruments proves more successful than it has been to date. We assume that a separate instrument would need to be developed for each of the five aforementioned target populations.

The second type of evidence requires a different approach. Professor Anita Simon of Temple University and Research for Better Schools in Philadelphia who has edited the new fifteen-volume Mirrors for Behavior (now in press), is examining instruments for us in order to recommend the best available. A total of eighty instruments are available for consideration. Dr. Simon is a member of our Advisory Committee.

We are considering using "Taxonomy of Teacher Behavior" by Karl Openshaw and Frederick R. Cyphert. One of the attractions of this instrument is that it is considerably more comprehensive than most and allows for the full range of teacher (and paraprofessional) behaviors to be recorded. Moreover, it is not limited to recording teacher-pupil verbal interaction.

Again, the "System for Analyzing Lessons" by John Herbert of the Ontario Institute for Studies in Education contains an unsually elaborate section for recording the media being used by teachers (and/or paraprofessionals) in the classroom.

Or again, the "Jansen System" by Mogens Jansen of the Danish Institute for Educational Research contains a list of 76 specific classroom behaviors which teachers or paraprofessionals might exhibit. These are attractive for their specificity and the ease with which an observer could identify and record them.

We are delaying the actual choice of instruments until we have data from Task II showing in considerable detail what paraprofessionals actually do from day to day. The contrast, if any, between their work and the work of the teachers will clearly lead us toward certain instruments and away from others.

As you can see, we are still endeavoring as nearly as we can to adapt this study to the suggestions furnished by your office. If we see an opportunity to use instruments or research procedures other than those outlined in this letter, we will certainly consider them and bring them to your attention.

Sincerely,

Henry M. Brickell
Project Director

APPENDIX F

SCHOOLS VISITED FOR PRETESTING QUESTIONNAIRES

P. S. 9
Mr. Isreal Kaiser, Principal
100 West 84 Street
New York, New York 10024

P. S. 57
Mr. Harry A. Horowitz, Principal
176 East 115 Street
New York, New York 10029

P. S. 143
Mr. Thomas F. Rooney, Principal
34-74 113 Street
Corona, Queens 11368

Louis D. Brandeis High School
Mr. Murray A Cohn, Principal
145 West 84 Street
New York, New York 10024

APPENDIX G

NEW YORK CITY PUBLIC SCHOOLS
VISITED IN IMPACT SURVEY

District	School	Principal
1	P. S. 64 (Elementary) 605 East 9th Street New York, New York 10027	John F. Piselli
1	P. S. 188 (Elementary) 442 East Houston Street New York, New York 10002	Irving J. Siegal
2	P. S. 198 (Elementary) 1700 3rd Avenue New York, New York 10028	Joseph G. Schumacher
3	P. S. 134 (Elementary) 293 East Broadway New York, New York 10007	Louis Stoller
3	P. S. 33 (Elementary) 281 9th Avenue New York, New York 10001	Harold Levine
4	P. S. 80 (Elementary) 415 East 120th Street New York, New York 10035	Joseph Mitchell
4	P. S. 43 (Junior High School) 509 West 129th Street New York, New York 10027	Nathan M. Falk
5	P. S. 113 (Elementary) 240 West 113th Street New York, New York 10026	Mildred D. Chaplin
6	P. S. 28 (Elementary) 475 West 115th Street New York, New York 10025	Herbert S. Ebin
6	P. S. 115 (Elementary) 586 West 177th Street New York, New York 10033	Lawrence S. Finkel
6	P. S. 164 (Junior High School) 401 West 164th Street New York, New York 10032	Donald R. Tippitt

District	School	Principal
8	P. S. 120 (Junior High School) 890 Cauldwell Avenue Bronx, New York 10056	Robert L. Kahn
8	P. S. 125 (Junior High School) 1111 Pugsley Avenue Bronx, New York 10073	Ralph Freyer
8	P. S. 131 (Junior High School) 885 Bolton Avenue Bronx, New York 10072	Irving Kamil
8	P. S. 146 (Elementary) 968 Cauldwell Avenue Bronx, New York 10056	Milton E. Goldenberg
9	P. S. 4 (Elementary) 1701 Fulton Avenue Bronx, New York 10057	Shepard Millians
9	P. S. 11 (Elementary) 1257 Ogden Avenue Bronx, New York 10052	Samuel H. Fondiller
9	P. S. 35 (Elementary) 261 East 163rd Street Bronx, New York 10037	Leonard R. Lichtblau
9	P. S. 53 (Elementary) 360 East 168th Street Bronx, New York 10037	Edward Lehman
9	P. S. 55 (Elementary) 450 St. Paul's Place Bronx, New York 10056	Edward Stern
9	P. S. 90 (Elementary) 1116 Sheridan Avenue Bronx, New York 10056	Peter J. Di Napoli
9	P. S. 132 (Elementary) 1245 Washington Avenue Bronx, New York 10056	Howard Frome
13	P. S. 117 (Junior High School) 300 Willoughby Avenue Brooklyn, New York 11205	John R. O'Connor

District	School	Principal
13	P. S. 265 (Junior High School) 101 Park Avenue Brooklyn, New York 11205	Sidney F. Regan
13	P. S. 258 (Junior High School) 141 Macon Street Brooklyn, New York 11216	Mary A. Mc Assey
13	P. S. 282 (Elementary) 180 6th Avenue Brooklyn, New York 11217	Alfred Arnold
13	P. S. 133 (Elementary) 375 Butler Street Brooklyn, New York 10017	Jacob A. Schwartz
15	P. S. 1 (Elementary) 309 47th Street Brooklyn, New York 11220	David R. Ellison
15	P. S. 136 (Junior High School) 4004 4th Avenue Brooklyn, New York 11232	Anthony J. Ferrerio
17	P. S. 191 (Elementary) 1600 Park Place Brooklyn, New York 11233	Hyman Gang
17	P. S. 241 (Elementary) 976 President Street Brooklyn, New York 11225	Arthur Becker
19	P. S. 158 (Elementary) 400 Ashford Street Brooklyn, New York 11207	Beatrice Conan
19	P. S. 171 (Elementary) 528 Ridgewood Avenue Brooklyn, New York 11208	David Platzker
19	P. S. 174 (Elementary) 574 Dumont Avenue Brooklyn, New York 11207	Nathan Davis
19	P. S. 182 (Elementary) 720 Dumont Avenue Brooklyn, New York 11207	Irving M. Satinoff

District	School	Principal
19	P.S. 345 (Elementary) 111 Beriman Street Brooklyn, New York 11208	Nellie R. Duncan
21	P.S. 90 (Elementary) 2840 W. 12th Street Brooklyn, New York 11224	Morris M. Rubens
23	P.S. 112 (Elementary) 25-15 37th Avenue Long Island City, New York 11101	Fred Jacobson
23	P.S. 127 (Elementary) 98th & 25th Avenue East Elmhurst, New York 11369	Abraham Scharf
27	P.S. 198 (Junior High School) 365 Beach 56th Street Arverne, New York 11692	Louis Bach
27	P.S. 123 (Elementary) 145-01 119th Avenue Ozone Park, New York 11420	Patricia Gordon
28	P.S. 140 (Elementary) 116th Avenue & 166th Street Jamaica, Queens 11434	Hazel E. Schreiber
28	P.S. 142 (Elementary 142-10 Linden Blvd. Jamaica, New York 11436	Lewis C. Butti
29	P.S. 116 (Elementary) 107-25 Wren Place Jamaica, New York 11433	Bernard Lenahan
29	P.S. 136 (Junior High School) 4004 4th Avenue Queens, New York 11232	Anthony J. Ferrerio
29	P.S. 192 (Elementary) 109-89 204th Street St. Albans, New York 11412	Bernard A. Fox
31	P.S. 2 (Elementary) 122 Henry Street New York,N.Y. 10002	Queenabelle Turman

District	School	Principal
31	P.S. 65 (Junior High School) 46 Forsyth Street New York,New York 10002	Irving H. Fine
32	P.S. 144 (Elementary) 430 Howard Avenue Brooklyn, New York 11233	Ralphe H. Rogers
32	P.S. 178 (Elementary) 2163 Dean Street Brooklyn, New York 11233	David W. Lee

APPENDIX H

TYPES, NUMBER AND PERCENT OF DATA GATHERING INSTRUMENTS REQUESTED AND COMPLETED

Instruments	Distributed	Returned	Used in Data Analysis
Census	2802 100.0	1928 68.8*	1671 59.6**
Job Description Survey	1529 100.0	889 58.1	754 49.3

*Percents based on total number distributed.

**The discrepancy between the number and percent of questionnaires returned and those used in data analysis results from the fact that some paraprofessionals returned unanswered questionnaires and some paraprofessionals were no longer employed.

TYPES, NUMBER AND PERCENT OF DATA GATHERING INSTRUMENTS REQUESTED AND COMPLETED

Impact Survey Types of Interview	Requested	Completed
Principals	50	50* 100.0
Teachers		
a. Reporting on classroom paraprofessionals	312 100.0	233 75.0
b. Reporting on parent/community paraprofessionals	264 100.0	74 28.0
Paraprofessionals		
a. Classroom	312 100.0	289 92.6
b. Parent/Community	88 100.0	63 74.0
Pupils		
a. Reporting on classroom paraprofessionals	312 100.0	177 56.7
b. Reporting on parent/community paraprofessionals	88 100.0	17 19.3
Parents		
a. Reporting on classroom paraprofessionals	936 100.0	199 21.2
b. Reporting on parent/community paraprofessionals	264 100.0	38 14.3

*Principals were requested to complete fifty interviews for both the school and community paraprofessional.

APPENDIX I

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201

J. WAYNE WRIGHTSTONE
ASSISTANT SUPERINTENDENT

SAMUEL D. McCLELLAND
ACTING DIRECTOR

GEORGE FORLANO
ASSISTANT ADMINISTRATIVE DIRECTOR

March 13, 1970

Dear Principal:

The Bureau of Educational Research has asked the Institute for Educational Development to make an in-depth study of the use of paraprofessionals in the New York City Schools who are supported by either ESEA Title I or State Urban Education funds.

Their first task is to gather background information and job descriptions for all paraprofessionals in ESEA Title I and State Urban Education programs. They need your help in distributing the background information questionnaire to all these paraprofessionals and a job description questionnaire to a random sampling of the paraprofessionals.

Because of your close association with and understanding of paraprofessionals, we are also asking you to encourage your paraprofessionals to complete the questionnaire (s) for IED. Copies of a draft letter from you to them is enclosed for your consideration. If you like the letter, please endorse it and enclose it with each questionnaire.

Please distribute the enclosed stamped envelopes which carry the questionnaire(s) to the paraprofessionals in your school. Their names are printed on the upper left hand corner. The paraprofessionals will be asked to return the questionnaire(s) in the same envelope to IED. Would you please return to IED those envelopes addressed to paraprofessionals who for some reason cannot be identified.

We need your assistance at this time. We feel that the data will aid us all in developing procedures and plans to improve the entire paraprofessional program.

Sincerely yours,

Samuel D McClelland

SAMUEL D. McCLELLAND
Acting Director
Bureau of Educational Research

M E M O R A N D U M

TO: All Paraprofessionals

FROM: School Principal

DATE: March 13, 1970

We have been asked to take part in a study of paraprofessionals who work in our school. As you know, paraprofessionals are becoming an increasingly important part of our school system. About 10,000 are now employed by the Board of Education.

By describing your job experience, your schooling, your community activities, and so on, you will help this study find what kinds of people have decided to enter paraprofessional work.

In addition, some of you will be asked to describe what you do every day in your work. Paraprofessionals have taken on all kinds of significant new tasks which the study would like to report.

As you may notice, your name does not appear on the questionnaire(s). They were designed in this manner so that you would feel free to answer all questions and make any comments you feel appropriate.

To be included in this study, you will need to complete your questionnaire(s) and return them in the envelope addressed to the Institute for Educational Development as soon as possible and no later than March 27, 1970.

I hope you will take part.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017
212-686-8910

March 13, 1970

Dear Paraprofessional:

The New York City Board of Education has asked the Institute for Educational Development to study the work of paraprofessionals in the New York City schools. We are asking you and all other paraprofessionals who are working in projects which are funded by ESEA Title 1 and State Urban Education Programs to participate.

In particular, we want to find out:

(1) What kinds of people choose to become paraprofessionals.
(2) What kinds of work paraprofessionals do.
(3) What assistance the paraprofessional gives to the students, faculty, parents, and the school.
(4) How can the paraprofessional program be improved.

The name "paraprofessional" in this letter and questionnaire(s) refers to people who are working with administrators, teachers, students, or parents in the schools. Paraprofessionals in the New York schools have been given titles such as teacher aide, educational assistant, family assistant, etc.

For the study, we have designed two questionnaires. All the paraprofessionals in ESEA Title 1 and State Urban Education projects are being asked to complete the first questionnaire which is concerned with general background information. The second questionnaire will be sent to a representative sample of paraprofessionals and will help us describe in detail the kinds of jobs paraprofessionals have assumed. We believe that the information from both questionnaires will enable us to recommend ways in which the entire paraprofessional program can be strengthened.

Please read the directions for answering the questionnaire(s) carefully and return the completed questionnaire(s) to the Institute for Educational Development as soon as possible and no later than Friday, March 27, 1970.

Feel free to ask a friend, family member, or someone you work with to help you with the questionnaire(s).

Thank you for your cooperation.

Very truly yours,

Henry M. Brickell

Henry M. Brickell
Study Director

APPENDIX J

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017
212-686-8910

May 20, 1970

Dear Principal:

On March 13, 1970, Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research at the New York City Board of Education, wrote to you describing an in-depth study being conducted by the Institute for Educational Development on the use of paraprofessionals in the City Schools. This study is concerned only with those paraprofessionals who are supported by either decentralized ESEA Title I or State Urban Education funds.

At that time, Dr. McClelland asked for your assistance in distributing a census questionnaire to paraprofessionals in your school who are funded by either of the above programs. Your cooperation and involvement during this phase of the study contributed greatly, we feel, to the high rate of responses.

We need your assistance once more in distributing the enclosed paraprofessional job description questionnaires to a sampling of those paraprofessionals in your school who received the first questionnaire. Approximately one out of every three paraprofessionals who received the census instrument will receive this second one on job descriptions. With this information, we hope to get a more accurate picture of the paraprofessional job duties than has been previously available.

We know this is a long questionnaire and apologize for its length, but in order to provide a checklist describing all the possible activities paraprofessionals could have assumed, we could not make it any shorter.

Please distribute the enclosed stamped envelopes which carry the questionnaire to the paraprofessionals in your school whose names are printed on the upper left-hand corner. The paraprofessionals will be asked to return the questionnaire in the same envelope to the Institute for Educational Development. Would you kindly return to the Institute for Educational Development those envelopes addressed to paraprofessionals who for some reason cannot be identified.

Copies of this questionnaire have been sent to your District Superintendents and ESEA Title I and State Urban Education Coordinators for their perusal.

We need your assistance at this time. Any encouragement you can give to your paraprofessionals for completing this questionnaire will be greatly appreciated. We anticipate that the results of this investigation will strengthen and enhance the entire paraprofessional program.

Sincerely yours,

Henry M. Brickell

Henry M. Brickell
Study Director

Carol B. Aslanian

Carol B. Aslanian
Research Associate

HMB:dmt

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017
212-686-8910

May 20, 1970

Dear Paraprofessional,

On March 13, 1970, we wrote to you describing a study the New York City Board of Education has asked the Institute for Educational Development to conduct on the work of paraprofessionals in the New York City Schools. The paraprofessionals we are studying are those who work in either district decentralized ESEA Title I or State Urban Education Projects.

At that time, we sent you a questionnaire, the purpose of which was to gather background information on those people who have become paraprofessionals in our schools. Your response was overwhelming. Most of you did send your questionnaire back to us at IED and helped to make this part of our study a success.

We need your help again. You and some of the paraprofessionals who completed the first questionnaire in March are receiving a second one today. This questionnaire hopes to describe the kinds of jobs paraprofessionals are doing in the school system. With this information we want to obtain a more accurate picture of paraprofessional job duties than has been previously available.

We expect that the information from both questionnaires will help us recommend to the Board of Education ways in which the entire paraprofessional program can be strengthened. In order for us to make such recommendations, we need a completed questionnaire from you.

We know this is a long questionnaire and apologize for its length. However, in order to accurately describe the many jobs all the different types of paraprofessionals are doing in the schools, we could not make it any shorter. Instead of asking you to write a two or three page essay describing your job, we have written a checklist to make things easier for you.

Please read the directions for answering the questionnaire carefully and return the completed questionnaire to the Institute for Educational Development as soon as possible and no later than Friday, June 5, 1970.

Feel free to ask a friend, family member, or someone you work with to help you with the questionnaire.

Thank you for your cooperation.

Very truly yours,

Henry M. Brickell

Henry M. Brickell
Study Director

Carol B. Aslanian

Carol B. Aslanian
Research Associate

HMB:dmt

APPENDIX K

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017

212-686-8910

April 30, 1970

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President, Teachers College
Columbia University

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Albert H. Bowker
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IMPACT SURVEY LETTER TO DISTRICT SUPERINTENDENTS REQUESTING PARTICIPATION IN FIELD VISITS

On March 13, 1970, a letter was sent to you from Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research at the New York City Board of Education, requesting your assistance in the distribution of questionnaires to a number of paraprofessionals in your school. As you may recall, the Bureau of Educational Research, to fulfill project evaluation regulations concerning federal and state programs, has asked the Institute for Educational Development to make an in-depth study of the uses of paraprofessionals in the New York City Schools, supported by either district decentralized ESEA Title 1 or State Urban Education funds. Your cooperation and participation in distributing this census questionnaire, designed to give us a demographic description of those individuals employed as paraprofessionals, contributed a great deal, I am sure to the exceptionally high rate of replies we have received from the paraprofessionals. Approximately 70% of the questionnaires have been returned.

Within a few weeks we plan to distribute a second questionnaire to describe the kinds of jobs paraprofessionals are doing in the school system. This will be distributed to one out of every three paraprofessionals who received the census questionnaire. With this information we hope to get a more accurate picture of paraprofessional job duties than has been previously.

During the month of May, we need your assistance in conducting the final phase of our study to complete the objectives of this study as prescribed by Dr. McClelland, we would like to visit you and your faculty in order to discover the ways in which paraprofessionals are aiding

the schools. In particular, we are interested in finding out what kinds of impact paraprofessionals have had on you, the students, teachers, and parents. We also want to learn the impacts of the paraprofessional role on the paraprofessionals themselves. Your school is one of those schools selected on a stratified random basis being asked to participate.

Presently, our plan is to send a small team of visitors experienced in the field of education to your school for one day during the weeks of May 18th or 25th. The team will accommodate itself to your convenience as much as possible and will not disrupt other activities. Most of our work can be accomplished in a 15-20 minute visit with the several types of individuals being affected by the presence of paraprofessionals. If you are willing, the team leader will call you during the week of May 11th to schedule a convenient day at your school. He will be able at that time to further clarify and describe our data-gathering procedures. If there is any doubt about your ability to assist us in this task, please let us know promptly.

To keep the communications flowing, I have written to your district superintendent describing our needs for visiting your school at this time so that you may feel free to consult with him if you desire. District Title I and State Urban Education Coordinators will also receive copies of the district superintendents' letters for their guidance.

We hope you will find it rewarding to participate in this third and most significant phase of our study of paraprofessionals. We at IED feel that the results of our visits to the schools will aid us in describing to the Board of Education the kinds of effects paraprofessional involvement have had in the schools and, equally important, ways in which the entire program can be strengthened. Our study may become a necessary and important guide for those who direct and administer paraprofessional programs.

Please fill in the enclosed card indicating the dates during the weeks of March 18th and 25th you would find it most convenient for us to visit your school for <u>one day.</u> If you have any questions, please get in touch with Mrs. Carol Aslanian at IED (686-8910).

Very truly yours,

Henry M. Brickell
Study Director

Carol B. Aslanian
Research Associate

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 VANDERBILT AVENUE, NEW YORK, N.Y. 10017
212-686-8910

April 30, 1970

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IMPACT SURVEY LETTER TO DISTRICT SUPERINTENDENTS
REQUESTING PARTICIPATION IN FIELD VISITS

As part of our study entitled "The Use of Para-professionals in District Decentralized Projects in New York City" (please see Dr. Samuel McClelland's letter to District Superintendents, March 10, 1970) we have agreed to visit a sampling of schools throughout the city.

Attached is a list of the schools and the corresponding principals whom we have asked to participate in this phase of our study. We also enclose a copy of our letter (April 30, 1970) sent to these school principals outlining our objectives and plans for school visits.

It is possible that the principals in your district may wish to consult with you about their participation and we wanted you to be informed of our procedures. We intend to be as unobtrusive as possible in interviewing a number of people in each school.

Would you kindly pass along the enclosed copies of this letter with its attachments to your District Title I and State Urban Education Coordinators for their information.

Very truly yours,

Henry M. Brickell
Study Director

Carol B. Aslanian
Research Associate

MEMORANDUM

TO: FIELD STAFF

FROM: HENRY M. BRICKELL AND CAROL ASLANIAN
INSTITUTE FOR EDUCATIONAL DEVELOPMENT

RE: Phone Calls to Principals or Contact People at the 50 Project Schools to be Visited During the Weeks of May 18th and 25th

DATE: May 13, 1970

The purpose of this memo is to provide some of the basic project information you should have before calling the schools and scheduling a convenient visiting day during the weeks of May 18th and 25th.

Our study, "An In-Depth Study of the Use of Paraprofessionals in District Decentralized Projects," is being carried out for the Bureau of Educational Research at the New York City Board of Education. It is concerned only with those paraprofessionals funded under district decentralized projects of both ESEA Title I and the New York State Urban Education Programs. It is understood that decentralized Open Enrollment projects are to be included in the study of decentralized Title I projects and that only Urban Education projects labeled as Quality Incentive (not Community Education Centers - CEC) projects are to be reviewed. There are, of course, many other paraprofessionals in the schools not funded in these ways but we do not include them in our study.

There are three interrelated tasks to our study (which began January, 1970 and terminates August 31, 1970): I) Gathering of demographic information on persons acting as paraprofessionals; II) Defining the actual roles and functions performed by paraprofessionals; and III) Analyzing the impact of paraprofessionals on selected populations. Your responsibilities in the field will provide data for this third task.

To assess the actual impact of paraprofessionals on their target populations, 50 project schools will be visited by teams of interviewers; 5 people per team. The teams will collect data through interview questionnaires from the principal, teachers, students, parents and paraprofessionals themselves on the types of impact paraprofessionals have on themselves and on the people around them.

A team will visit a school for <u>one</u> day (approximately 4 hours of actual interviewing time) to complete the necessary interviews with all the targets except parents. We will describe in detail at May 18th's training session our procedures for obtaining their input.

We've attached a copy of the letter we sent to school principals

asking for their participation in this phase of our study. (Letters were also sent to District Superintendents to inform them of our requests). The letter states that a team leader would call the principal to arrange a day to visit.

HERE ARE SOME SUGGESTIONS FOR THAT CALL:

1) Try to accommodate the days preferred by the school (see attached school information sheet).

2) Arrange to arrive in the morning at a time which will enable you to carry out the necessary 4 hours of interviewing.

In some schools, where the paraprofessionals you want to see are "student aides", you will find in talking to the principal that they arrive usually after school hours for tutoring purposes at about 3p.m. Your schedule at the school should be flexible enough to accommodate this arrangement. In order to talk to the teachers of the pupils with whom the paraprofessional works, it will, of course, be necessary to see them before the close of school.

3) The list of paraprofessionals you want to see at each school is on the attached school information sheet. Aside from the principal, you also will want to see teachers or other school personnel who work closely with the paraprofessionals and students who come in contact with paraprofessionals. You will not be able to list these people for the principal; this information must come from the paraprofessionals whom you should plan to see shortly after you arrive at the school. (We will describe the method to use for identifying these people on May 18th).

4) Interviews will last on the average 20 minutes.

5) If possible, try to get the principal to reserve a room or area in the school for the team where interviewing can take place.

6) Assure the principal that during the course of your visit to his school, the team will have an experienced educator as its leader whose responsibility it is to guide and advise the others on the team in addition to carrying out some of the interviews.

7) For those of you who have the following types of paraprofessionals on your list: family assistants, family workers, parent program workers/assistants, educational associates, and auxiliary trainers, please try as best you can to see these people during your visit; some may be out in the community and it would be advantageous to encourage the principal to have them come to the school when you are there. (Beside some of the paraprofessional names, where we have provided space for "Job Title", there are blank spaces; these are paraprofessionals for whom we were unable to obtain job titles but for whom we expect to get such information during this phase).

MANY THANKS FOR YOUR COOPERATION. WE LOOK FORWARD TO SEEING YOU ON MAY 18TH.

If there are any questions, please call Mrs. Aslanian at IED: 686-8910

APPENDIX L

INTERVIEWING MATERIAL FOR IMPACT SURVEY

1. The team leader interviews the PRINCIPAL of the school.

2. The other members of the team interview those people listed on the chart below:

IF YOU ARE INTERVIEWING THIS TYPE OF A PARAPROFESSIONAL:	YOU WILL INTERVIEW THESE TYPES AND NUMBERS OF OTHER PEOPLE:		
Type of Paraprofessional	No. of Teachers or Other Staff	Number of Pupils	Number of Parents
Classroom Paraprofessionals: 1 Educational Assistant	1	5	3
1 Educational Associate	1	5	3
1 Student Aide	1	5	3
1 Teacher's Aide	1	5	3
Parent/Community Paraprofessionals: 1 Family Assistant	3	3	3
1 Family Worker	3	3	3
1 Auxillary Trainer	3	No references	
1 Parent Program Assistant	3	No references	

TYPES OF QUESTIONNAIRES USED IN IMPACT SURVEY INTERVIEWS

The following types of questionnaires were used for thse types of paraprofessionals and their references:

CLASSROOM PARAPROFESSIONAL IN THE ELEMENTARY SCHOOLS

1	A - 1 for the paraprofessional
1	A - 2 for the teacher
1	A - 3 for the pupils
3	A - 5 for the parents

CLASSROOM PARAPROFESSIONAL IN THE JUNIOR HIGH SCHOOLS

1	A - 1 for the paraprofessional
1	A - 2 for the teacher
1	A - 2 supplement for the teacher
1	A - 4 for the pupils
3	A - 5 for the parents

PARENT/COMMUNITY PARAPROFESSIONAL IN THE ELEMENTARY SCHOOLS

1	B - 1 for the paraprofessional
3	B - 2 for the teachers
1	B - 2 supplement for the teachers
1	B - 3 for the pupils
3	B - 5 for the parents

PARENT/COMMUNITY PARAPROFESSIONAL IN THE JUNIOR HIGH SCHOOLS

1	B - 1 for the paraprofessional
3	B - 2 for the teachers
1	B - 4 for the pupils
3	B - 5 for the parents

AUXILIARY TRAINER

1	C (abbreviated "A" questionnaire) for the paraprofessional

PARENT PROGRAM ASSISTANT

1	D (abbreviated "A" questionnaire) for the paraprofessional

PRINCIPAL

1	Principal's Form
1	A - 2 Supplement
1	B - 2 Supplement

PROFESSOR'S SAMPLE SCHEDULE

for the principal

HOUR	INTERVIEW or DUTY
1.	Interview Principal
2.	Assist and Supervise
3.	Assist and Supervise
4.	Assist and Supervise
5.	Summarize the Day's Interviews

INTERVIEWER'S SAMPLE SCHEDULE

for

One Classroom Paraprofessional

(Educational Assistant, Educational Associate, Teacher Aide, Student Aide)

HOUR	INTERVIEW or DUTY	
1.	1/2 hour Classroom Paraprofessional	The remainder of each hour is spent interviewing your second paraprofessional and his corresponding targets
2.	1/2 hour Teacher or Other School Staff	
3.	1/2 hour Five Pupils in a group	
4.	10 minutes Parent Number 1 10 minutes Parent Number 2 10 minutes Parent Number 3	
5.	Summarize the Day's Interviews	

INTERVIEWERS' SAMPLE SCHEDULE

for

One Parent/Community Paraprofessional

(Family Assistant-Family Worker)

HOUR	INTERVIEW or DUTY	
1.	1/2 hour Parent/Community Paraprofessional	The remainder of each hour is spent interviewing your second paraprofessional and his corresponding targets
2.	10 minutes Teacher Number 1 10 minutes Teacher Number 2 10 minutes Teacher Number 3	
3.	10 minutes Pupil Number 1 10 minutes Pupil Number 2 10 minutes Pupil Number 3	
4.	10 minutes Parent Number 1 10 minutes Parent Number 2 10 minutes Parent Number 3	
5.	Summarize the Day's Interviews	

INTERVIEWERS' SAMPLE SCHEDULE

for

One Auxiliary Trainer

HOUR	INTERVIEW or DUTY	
1.	1/2 hour Auxiliary Trainer	
2. 3. 4.	No References	The remaining time is spent interviewing your second paraprofessional and his corresponding targets
5.	Summarize the Day's Interviews	

INTERVIEWERS' SAMPLE SCHEDULE

for

One Parent Program Assistant

HOUR	INTERVIEW or DUTY	
1.	1/2 hour Parent Program Assistant	
2. 3. 4.	No References	The remaining time is spent interviewing your second paraprofessional and his corresponding targets.
5.	Summarize the Day's Interview	

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 Vanderbilt Avenue
New York, New York 10017

APPENDIX M

BACKGROUND INFORMATION ON PARAPROFESSIONALS IN THE NEW YORK CITY SCHOOLS

Directions for Answering the Questionnaire

1. The purpose of this questionnaire is to gather background information on paraprofessionals. The answers you give can help the study determine whether or not paraprofessionals with certain backgrounds and experiences are being used in the best possible way. For example, it may be that some paraprofessionals should be moved into assignments which make better use of the knowledge and experiences they bring to the job.

2. Read each question carefully. There are no right or wrong answers. Just check the response which best answers the question for you.

   Sample Question: What sex are you?

   Male ☑

   Female ☐

   If you are a male, you would check the first box as we have shown here. Of course, if you are a female, you would check the "second" box rather than the "first."

3. When you have completed the questionnaire, return it to the Institute for Educational Development in the stamped, pre-addressed envelope which we have enclosed. Before you send it back, you may remove the label with your name. The envelope and your name label will be discarded in any case once it reaches our office.

4. We would appreciate the return of the questionnaire as soon as possible. Please, not later than March 27, 1970. If you have any questions, please contact Mrs, Aslanian at 686-8910.

   Thank you for your cooperation.

NOTE: This is a copy of the original questionnaire sent out to paraprofessionals. The number and percent of respondents answering each question have been added to this copy.

For some items, data were collected but could not be presented in the original format. The location of the data is cited.

BACKGROUND INFORMATION ON PARAPROFESSIONALS IN THE NEW YORK CITY SCHOOLS

1. What is your age? *(N = 1649)*

Under 20	*199* *12.1*	**30-34**	*303* *18.2*	**45-49**	*176* *10.7*
20-24	*115* *7.0*	**35-39**	*270* *16.4*	**50-59**	*125* *7.6*
25-29	*189* *11.5*	**40-44**	*250* *15.2*	**60 years or more**	*22* *1.3*

2. What sex are you? *(N = 1632)*

Male *104* *6.4*

Female *1528* *93.6*

3. What is your marital status? *(N = 1664)*

Single	*305* *18.3*	**Widowed**	*83* *5.0*
Married	*1079* *64.8*	**Divorced**	*46* *2.8*
Separated	*151* *9.1*		

4. Where is your place of birth? *(N = 1668)*

625 *37.5* **New York City**

30 *1.8* **Within 100 miles of New York City (a nearby suburb)**

1013 *60.7* **More than 100 miles from New York City limits**

If more than 100 miles from New York City, please check where: *(N = 1008)*

11 *1.1* **Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont**

53 *5.3* **Delaware, District of Columbia, Maryland, New Jersey, New York, or Pennsylvania**

14 *1.4* **Illinois, Indiana, Michigan, Minnesota, Ohio, or Wisconsin**

556 *55.1* **Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, or West Virginia**

12 *1.2* **Some other state not listed above**

236 *23.4* **Territories of the United States such as Puerto Rico or the Virgin Islands**

126 *12.5* **Other country (please specify)**_____

5. Where did you spend most of your years up to age 16? *(N = 1637)*

On a farm	94 5.7	In the suburbs of a major city	123 7.5
In a small country town	320 19.5	In a major city	765 46.8
In a large town	176 10.8	In an urban ghetto	159 9.7

6. How many years have you lived in New York City? *(N = 1664)*

Less than 1 year	6 .4	7-8 years	52 3.1
1-2 years	16 1.0	9-10 years	84 5.0
3-4 years	34 2.0	11-15 years	246 14.8
5-6 years	45 2.7	More than 15 years	1181 71.0

7. In which of these categories do you consider yourself? *(N = 1645)*

American Indian	10 .6	Puerto Rican	291 17.7
Black	908 55.3	Spanish surname (but not Puerto Rican)	58 3.5
Mixed Black	4 .2	White	303 18.4
Oriental	17 1.0	Other	54 3.3

8. Are you the head of your household? *(N = 1641)*

Yes 449
27.4 No 1192
72.6

9. How many children do you have? *(N = 1655)*

None	324 19.6	4	162 9.8
1	257 15.5	5	85 5.1
2	445 26.9	6 or more	84 5.1
3	298 18.0		

10. Do you have children of your own, children of relatives, or foster children living with you now? *(N = 1629)*

Yes 1177
72.3 No 452
27.7

IF YOUR ANSWER TO QUESTION 10 WAS "YES," PLEASE ANSWER QUESTIONS 11, 12, 13, and 14

11. How many such children 4 years of age and younger do you have living with you now? *(N = 1072*

None	817 76.1	3	11 1.0	6 or more	5 .5
1	200 18.7	4	3 .3		
2	32 3.0	5	4 .4		

12. How many such children from 5 through 12 years of age do you have living with you now? *(N = 1124*

None	270 24.0	3	127 11.3	6 or more	9 .8
1	380 33.8	4	36 3.2		
2	283 25.2	5	19 1.7		

13. How many such children from 13 through 18 years of age do you have living with you now? *(N = 1081*

None	515 47.7	3	49 4.5	6 or more	-- --
1	334 30.9	4	10 .9		
2	167 15.4	5	6 .6		

14. How many young people 19 years of age or older do you have living with you now? *(N = 1011)*

None	771 76.2	3	7 .7	6 or more	2 .2
1	185 18.3	4	1 .1		
2	45 4.5	5	-- --		

15. How much do you expect your total family income will be in 1970? *(N = 1446)*

Less than $3,000	290 20.1	$ 7,000 - 8,999	297 20.5	$15,000 or more	47 3.3
$3,000-4,999	230 15.9	$ 9,000-11,999	210 14.5		
$5,000-6,999	294 20.3	$12,000-14,999	79 5.5		

16. How many people are living in your household (including adults and children)?

Total ☐ *DATA NOT IN THIS FORM See Table 1*

17. How many people in your household are dependent on your total family income (As answered in question 15)? *(N = 1512)*

1	178 11.8	4	367 24.2	7	57 3.8
2	182 12.0	5	298 19.7	8 or more	57 3.8
3	246 16.3	6	127 8.4		

18. Please check the proportion of money your household expects to receive in 1970 from each category.

	PLEASE CHECK					
	None	Less than half	About half	More than half	Nearly all	All
Your wages as a paraprofessional (N = 952)	112 11.8	419 44.0	122 12.8	61 6.4	97 10.2	142 14.9
Your wages in any other job (N = 582)	509 87.5	35 6.0	20 3.4	8 1.4	7 1.2	3 .5
All other household members' wages (N = 620)	195 31.5	33 5.3	48 7.7	109 17.6	186 30.0	49 7.9
Unemployment compensation (N = 650)	543 98.7	5 .9	1 .2	1 .2	-- --	-- --
Public Assistance (N = 607)	528 87.0	34 5.6	25 4.1	5 .8	12 2.0	3 .5
Any disability payments (N = 561)	545 97.1	12 2.1	2 .4	-- --	-- --	2 .4
Social Security Benefits (N = 577)	536 93.1	14 2.4	17 2.9	6 1.0	2 .3	2 .3
Other sources (N = 634)	480 75.6	60 9.5	43 6.8	45 7.1	3 .5	3 .5

19. Do you have a high school diploma or its equivalent? (N = 1644)

Yes	No
1271 77.3	373 22.7

20. Which of the following categories best describes the highest level of education you have completed? (N = 1660)

Elementary School		High School		College	
Some grades	8 .5	9th grade	92 5.5	1 year	153 9.2
8th grade	75 4.5	10th grade	92 5.5	2 years	153 9.2
		11th grade	141 8.5	3 years	45 2.7
		12th grade	856 51.7	4 years	30 1.8
				5 years or more	15 .9

21. List the different jobs or occupations you had before becoming a paraprofessional (or school aide). Please begin with your most recent job. Also, put down the number of years you worked in each of these jobs.

	JOB	NUMBER OF YEARS
Example:	Salesclerk	2

DATA NOT IN THIS FORM See Tables 2 and 3

22. At present, do you have another job in addition to your work as a paraprofessional? *(N = 1626)*

Yes	*104* *6.4*	No	*1522* *93.6*

If you do, what is the job?— _____

23. Before you became a paraprofessional, did you ever participate in a professional or vocational training program? For example, training in high school, on the job, in nursing, in a trade, in a technical institute, or in an Armed Forces school? *(N = 1544)*

Yes	*731* *47.3*	No	*813* *52.7*

If you have, what was the main area of such training? *(N = 711)*

Business	*136* *19.1*	Other Health Fields	*36* *5.1*	Community and civic activities	*174* *24.5*
Office Work	*251* *35.3*	Trades and Crafts	*102* *14.3*	Other (describe)_____	*103* *14.5*
Nursing	*131* *18.4*	Agriculture or home economics	*63* *8.9*		

24. Please list by name the organizations, clubs, associations, community and civic organizations, and other groups to which you belong or volunteer your service. (For example, NAACP, Bowling League, Neighborhood Community Center, Local School Board, School Parents Association, CAP.)

DATA NOT IN THIS FORM See Tables 4 and 5

25. In how many school programs do you work as a professional? *(N = 1440)*

1	1292 89.7
2	112 7.8
3 or more	36 2.5

MOST PARAPROFESSIONALS WORK IN ONE PROGRAM. BUT, IF YOU WORK IN MORE THAN ONE PROGRAM, ANSWER QUESTIONS 26 through 35 (STARRED ITEMS) ONLY FOR THE ONE PROGRAM ON WHICH YOU SPEND MOST OF YOUR TIME.

*26. What is the funding source of the project in which you are acting as a paraprofessional? *(N = 1671)*

Federal Government ESEA-Title I	1277 76.4
New York State Urban Education	394 23.6

*27. What is the exact title of your present position as a paraprofessional? *(N = 1637)*

Auxiliary Trainer	27 1.6	Parent Program Assistant	46 2.8
Educational Assistant	979 59.9	School Aide	4 .2
Educational Associate	29 1.8	Student Aide	165 10.1
Family Assistant	182 11.1	Teacher Aide	180 11.0
Family Worker	25 1.5	Other (describe) _____	-- --

*28. Is the project in which you are a paraprofessional an Open Enrollment Project? *(N = 1187)*

Yes	349 29.4
No	317 26.7
Unsure	521 43.9

*29. What kind of school do you work in? *(N = 1671)*

Elementary	1265 75.7	District Office	68 4.1
Intermediate and Junior High	307 18.4	Non-Public	26 1.6
Senior High	5 .3		

NOTE: These answers have been changed from the original questionnaire in order to present more accurate data.

*30. What is the name and number of the school in which you are working as a paraprofessional?

_____

Name and Number

DATA NOT PRESENTED

*31. In which district is this school located (Please write in the number or name)?

District _____

DATA NOT IN THIS FORM See Table 6

*32. In which Borough is this school located? *(N = 1471)*

Manhattan	455 30.9	**Queens**	208 14.1
Bronx	266 18.1	**Staten Island (Richmond)**	6 .4
Brooklyn	536 36.5		

*33. Do you live in the school district in which you are working as a paraprofessional? *(N = 1438)*

Yes	1240 86.2	**No**	198 13.8

*34. About how many hours do you work as a paraprofessional in a typical week? *(N = 1450)*

10 hours or less	183 12.6	**21-25 hours**	622 42.9	**36-40 hours**	45 3.1
11-15 hours	29 2.0	**26-30 hours**	265 18.3	**More than 40 hours**	18 1.2
16-20 hours	219 15.1	**31-35 hours**	69 4.8	*ADDITIONAL DATA*	*See Table*

*35. Considering the students or parents with whom you come in contact most in your role as a paraprofessional, please check the amount of time you work with each of the following groups.

		PLEASE CHECK				
		None of the time	Some of the time	About half the time	Most of the time	All of the tim
Black	*(N = 1334)*	40 3.0	241 18.1	177 13.3	335 25.1	54 40.
Oriental	*(N = 600)*	291 48.5	187 31.2	15 2.5	30 5.0	7 12.
Puerto Rican	*(N = 1201)*	44 3.7	310 25.8	162 13.5	280 23.3	40 33.
White	*(N = 842)*	134 15.9	384 45.6	67 8.0	91 10.8	16 19.
Other	*(N = 458)*	187 40.7	151 33.0	14 3.1	25 5.5	8 17.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 Vanderbilt Avenue
New York, New York 10017

JOB DESCRIPTIONS FOR PARAPROFESSIONALS

IN THE NEW YORK CITY SCHOOLS

Directions for Answering the Questionnaire

This is the second questionnaire in our study of paraprofessionals employed in the district decentralized State Urban Education and ESEA Title 1 projects in the New York City Schools. It has been designed to give a more accurate picture of what is involved in your job as a paraprofessional.

The questionnaire has been divided into two sections. Section A deals with general questions about your job: your job training, where you work, with whom you work, etc. Section B is designed to find out more exactly what you do on your job.

When you have completed the questionnaire, return it to the Institute for Educational Development in the stamped, pre-addressed envelope which we have enclosed. Before you send it back, you may remove the label with your name. The envelope and your name label will be discarded, in any case, once it reaches our office.

We would appreciate the return of the questionnaire as soon as possible. Please, not later than June 5, 1970. If you have any questions, please contact Mrs. Aslanian at 686-8910.

Thank you for your cooperation.

NOTE: This is a copy of the original questionnaire sent out to paraprofessionals. The number and percent of respondents answering each question have been added to this copy.

For some items, data were collected but could not be presented in the original format. The location of the data is cited.

JOB DESCRIPTIONS FOR PARAPROFESSIONALS IN THE NEW YORK CITY SCHOOLS

SECTION A

Directions:

Read each question carefully. There are no right or wrong answers. Just check the response which best answers the question for you.

YOUR JOB HISTORY AND TRAINING

1. What is the exact title of your present position as a paraprofessional? *(N = 746)*

Auxiliary Trainer	10 1.3	**Parent Program Assistant**	32 4.3
Educational Assistant	398 53.4	**School Aide**	2 .3
Educational Associate	18 2.4	**Student Aide**	49 6.6
Family Assistant	113 15.1	**Teacher Aide**	105 14.1
Family Worker	19 2.5	**Other (Please specify)**	-- --

_____

2. How many years have you worked as a PARAPROFESSIONAL (not a school aide) in the New York City school system (including this year)? *(N = 739)*

This Is My First Year	277 37.5	**This Is My Fourth Year**	30 4.1
This Is My Second Year	277 37.5	**This Is My Fifth Year**	12 1.6
This Is My Third Year	143 19.4		

3. In the spaces below please list the paraprofessional job title or titles you have had, beginning with your present title. Please list only the titles given in question 1 above. DO NOT LIST YOUR YEARS AS A "SCHOOL AIDE".

YEARS		DID YOU RECEIVE ANY TRAINING IN THIS JOB?	
1969-1970	_____ (Present title)	Yes ☐	No ☐
1968-1969	_____	Yes ☐	No ☐
1967-1968	_____	Yes ☐	No ☐
1966-1967	_____	Yes ☐	No ☐
1965-1966	_____	Yes ☐	No ☐

DATA NOT IN THIS FORM See Table 8

IF YOU HAVE RECEIVED OR ARE RECEIVING TRAINING FOR YOUR PRESENT PARA-PROFESSIONAL JOB, PLEASE ANSWER QUESTIONS #4, #5, #6, and #7.

IF YOU HAVE NOT RECEIVED ANY TRAINING FOR YOUR PRESENT PARAPROFESSIONAL JOB, PLEASE GO TO QUESTION #8.

4. What type of training took place, and when? Please answer both A and B.

	No Training	Part-time Training	Full-time Training
A. Before the Job Began (Pre-Service Training) (N = 332)	169 50.9	121 36.4	63 19.0
B. While on the Job (In-Service Training) (N = 518)	7 1.4	504 97.3	11 2.1

5. Up to now, how much training have you received for your present job? Please answer for A, B, and C.

	No Training	Less Than 1 Week	1-2 Weeks	3-4 Weeks	More Than Five Weeks
A. Part-time Training Before the Job Began (N = 272)	177 65.1	26 9.6	17 6.3	16 5.9	36 13.2
B. Full-time Training Before the Job Began (N = 232)	174 75.0	8 3.4	16 6.9	8 3.4	26 11.2
C. Part-time Training While on the Job (N = 485)	6 1.2	30 6.2	54 11.1	42 8.7	353 72.8

6. Is your training still going on? (N = 505)

Yes	No
331 65.5	174 34.5

7. Does this training give you instruction in any of the following?

		Yes	No
1. Orientation to the School	(N = 381)	326 85.6	55 14.4
2. Child Development	(N = 418)	373 89.2	45 10.8
3. How Children Learn	(N = 455)	423 93.0	32 7.0
4. Operation of Audio-visual Equipment	(N = 349)	236 67.6	113 32.4
5. Making Instructional Materials	(N = 402)	346 86.1	56 13.9
6. Helping Parents	(N = 383)	295 77.0	88 23.0
7. Other (Please specify)	(N = 128)	83 64.8	45 35.2

8. AT THE PRESENT TIME, what school or college courses are you taking? Please include those courses taken in the training program you just described, in addition to those courses you may be taking on your own.

		I Am Taking These Courses in My Paraprofessional Training Program	I Am Taking These Courses on My Own
a.	I Am Not Taking Any Courses *(N = 407)*	407 100.0	
b.	I Am Taking High School Equivalency Courses *(N = 97)*	50 51.5	47 48.5
c.	I Am Taking College Courses (Please give titles) *(N = 80)*	30 37.5	50 62.5
d.	I Am Taking Adult Education Courses (Please give titles) *(N = 35)*	12 34.3	23 65.7
e.	I Am Taking Other Courses (Please give titles) *(N = 72)*	38 52.8	34 47.2

9. a. Were you ever a SCHOOL AIDE (not a paraprofessional) in the New York City school system? *(N = 728)*

Yes	213 29.3	**No**	515 70.7

b. If "Yes" how many years were you a school aide? *(N = 200)*

One Year	81 40.5	**Four Years**	12 6.0
Two Years	26 13.0	**Five Years**	22 11.0
Three Years	19 9.5	**Six Years or More**	40 20.0

10. Do you participate in the Career Ladder Program offered by the Board of Education? *(N = 651)*

Yes	104 16.0	**No**	547 84.0

YOUR PRESENT PARAPROFESSIONAL JOB

11. Of ALL the time you spend on your present paraprofessional job, what portion of ALL your time is spent:

	None of My Time	Some of My Time	About Half of My Time	Most of My Time	All of My Time
A. **During School Hours** *(N = 678)*	31 14.6	11 1.6	37 5.5	166 24.5	433 63.9
B. **After School Hours (including weekends)** *(N = 400)*	143 35.8	199 49.8	32 8.0	13 3.3	13 3.3

12. a. In your present paraprofessional job, where do you do MOST of your work? (Check only one) *(N = 725)*

In a School	653 90.1	**Outside of a School**	72 9.9

b. If ANY of your present work takes place IN A SCHOOL, how much of your time is spent in the:

	None of My Time	Some of My Time	About Half of My Time	Most of My Time	All of My Time
A. **Classroom** *(N = 618)*	68 11.0	77 12.5	29 4.7	208 33.7	236 38.2
B. **School Office** *(N = 375)*	161 42.9	151 40.3	20 5.3	28 7.5	15 4.0
C. **Playground** *(N = 342)*	185 54.1	152 44.4	2 .6	3 .9	-- --
D. **Community or Family Room** *(N = 319)*	198 62.1	81 25.4	16 5.0	15 4.7	9 2.8
E. **Other (Please specify)** *(N = 199)*	58 29.1	73 36.7	17 8.5	20 10.1	31 15.6

_____

_____

13. If you are working with students, what grade level(s) are involved? (You may check more than one) *(N - 716)*

I Am Not Working with Students	52 7.3	Fourth Grade	203 28.4
Pre-Kindergarten	31 4.3	Fifth Grade	187 26.1
Kindergarten	91 12.7	Sixth Grade	130 18.2
First Grade	178 24.9	Junior or Intermediate School	146 20.4
Second Grade	196 27.4	Senior High School	8 1.1
Third Grade	265 37.0		

14.a. Who of the following MOST OFTEN supervises (that is, who directs and inspects) your work as a paraprofessional? (Check ONLY ONE.) *(N = 719)*

Teacher	300 41.7	Guidance Counselor	58 8.1
Teacher Trainer	52 7.2	Department or Grade Chairman	15 2.1
Principal	71 9.9	Another Paraprofessional (Example: Auxiliary Trainer or Parent Program Assistant)	24 3.3
Assistant Principal	115 16.0		
Project Director/Coordinator (or a member of his staff)	132 18.4	Other (Please specify) _____	10 1.4

b. About how often does this person take time to help you with your work? If you do not see this person regularly, please try to average or estimate approximately how often you see this person. *(N = 695)*

Never	30 4.3	Twice A Week	44 6.3
Once A Month	33 4.7	Three Times A Week	22 3.2
Twice A Month	31 4.5	Four Times A Week	18 2.6
Three Times A Month	26 3.7	Once A Day	81 11.7
Once A Week	94 13.5	All The Time	316 45.5

15. a. Which of the following languages do you speak, read, or write? (You may check more than one.)

		Speak	Read	Write
English	(N = 754)	754 100.0	729 96.7	704 93.4
Spanish	(N = 248)	222 89.5	206 83.1	182 73.4
French	(N = 70)	50 71.4	57 81.4	44 62.9
Italian	(N = 26)	21 80.8	17 65.4	12 46.2
German	(N = 17)	17 100.0	13 76.5	10 58.8
Russian	(N = 2)	1 50.0	1 50.0	1 50.0
Hebrew	(N = 15)	6 40.0	10 66.7	5 33.3
Chinese	(N = 4)	4 100.0	2 50.0	2 50.0
Other (Please specify) _____	(N = 19)	19 100.0	13 68.4	12 63.2

b. Which of these languages do you use on your present job as a paraprofessional? (You may check more than one.) (N = 736)

English	729 99.0	German	3 .4
Spanish	192 26.1	Russian	-- --
French	6 .8	Hebrew	-- --
Italian	7 1.0	Chinese	3 .4
		Other (Please specify) _____	4 .5

16. If you do any teaching or tutoring of students in your present paraprofessional job, what is the subject area? (N = 695)

I Don't Teach Students	154 22.2	Science	63 9.1
Reading	462 66.5	Languages	39 5.6
Language Arts – English	175 25.2	Art and Music	65 9.4
Math or Arithmetic	317 45.6	Vocational Subjects	8 1.2
History or Social Studies	91 13.1	Physical Education	46 6.6
		Other (Please specify) _____	21 3.0

YOUR NEIGHBORHOOD

17. How long have you lived in your present neighborhood? *(N = 742)*

Less Than One Year	21 2.8	**7-8 Years**	66 8.9
1-2 Years	53 7.1	**9-10 Years**	74 10.0
3-4 Years	81 10.9	**11-15 Years**	138 18.6
5-6 Years	106 14.3	**More Than 15 Years**	203 27.4

18. Of all the children or families you work with, about how many live within three blocks of your home? *(N = 728)*

None	119 16.3	**About Half**	115 15.8
Very Few	72 9.9	**More Than Half**	253 34.8
Some	169 23.2		

19. Of all the children you work with, about how many have you taken care of at home as a favor to the family and not because of your job? *(N = 725)*

None	472 65.1	**About Half**	11 1.5
Very Few	112 15.4	**More Than Half**	7 1.0
Some	123 17.0		

20. Of all the children or families you work with, about how many do you see while out shopping or walking in the neighborhood or at the park? *(N = 737)*

None	51 6.9	**About Half**	167 22.7
Very Few	69 9.4	**More Than Half**	181 24.6
Some	269 36.5		

21. Of all the children or families you work with, about how many go to your church, or belong to some other organization you belong to? *(N = 731)*

None	249 34.1	**About Half**	59 8.1
Very Few	147 20.1	**More Than Half**	34 4.7
Some	242 33.1		

22. Of all the adults you work with now, about how many were in elementary or secondary school with you? *(N = 722)*

None	619 85.7	**About Half**	4 .6
Very Few	49 6.8	**More Than Half**	14 1.9
Some	36 5.0		

SECTION B

Directions:

To find out exactly what you do on your job, we have listed below about 170 activities we think you might have done or are doing now on your job.

1. Read each activity and check how often you do it in the columns to the right. If you do not do an activity on your job, check Never. If you do an activity on your job, check either Once In A While, Fairly Often, or Very Often. Please make one check for each activity

EXAMPLE:

	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB			
Activities	Never	Once In A While	Fairly Often	Very Often
Reading aloud to children			✓	

If "reading aloud to children" is an activity you do "fairly often" on your paraprofessional job, you would have checked the column to the right labeled "fairly often" as the example shows here.

2. As you go over the different activities, you may feel that some are repeated. However, EACH ITEM IS DIFFERENT. Be sure to read them carefully.

3. We know this is a long questionnaire and apologize for its length. However, instead of asking you to write a two or three page essay describing your job, we have written a checklist to make things easier for you.

DATA NOT IN THIS FORM See Table 9

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Playing a musical instrument or singing with the pupils				
Keeping records of student performance and progress in reading, math, or other skills, for example: a file of all his tests or a record of books he has read				
Organizing a school party or fair: getting refreshments, hiring a band, setting up exhibits or rides				
Setting up and arranging meetings for the paraprofessionals in your school, such as: reserving a room, announcing the meeting, preparing materials				
Letting the school know of parents who are interested in working with school children or in other school jobs				
Teaching students how to take care of their health: telling them about proper eating, sleeping, and other health habits				
Taking inventory of library or classroom books, general school supplies, audio-visual equipment in the school, etc.				
Getting together a group of people from your neighborhood to go to a movie, sports event or other show				
Listening to children tell a story they made up, or about what they did over the weekend				
Showing parents ways they can help their children do school work at home, such as: suggesting questions parents can ask about an assignment or learning drills and games they can play with their children				
Meeting with a family and a principal to discuss a particular legal problem which the family might have				
Advising families on how to help their children stay out of trouble with the law, such as: making sure they are home every night, or that they keep appointments with the youth worker				
Answering and using the telephone, intercom or P.A. system in the school office				
Finding out if the school office can help families who have to relocate or are having trouble with their housing				
Assisting with classroom experiments, demonstrations, etc.				
Learning the procedures for handling housing complaints: who to call, what forms to fill in, etc. Finding out what the housing authority can do to relocate tenants				
Helping students plan regular committee meetings or programs for special events				
Getting to know what families in your school are in need of welfare or other financial assistance				
Drawing up schedules for buses, classrooms, or special facilities (like auditoriums or gyms)				
Making an appointment for a parent with an employment agency or center				
Cataloguing and filing books in the library; filing cards in the card catalogue				
Bringing a doctor to see a parent who is ill and can't leave the house				

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Making appointments and arranging meetings for principals, guidance counselors, and other school staff				
Telling families who they can call about housing complaints, or where there may be apartments to rent				
Keeping a record of students' illnesses and handicaps or medical absences from school				
Talking quietly to a child who is upset or disturbing the class				
Learning about special programs the school has to offer, such as: tutoring, remedial reading, Black or Puerto Rican cultural classes, etc.				
Greeting parents, community leaders, or others who come to the school				
Hearing complaints from parents about problems they have with the school				
Sending students to the principal's office, or other disciplinary staff				
Taking children to the health clinic for regular check-ups				
Correcting and grading essay tests or themes				
Typing rough drafts, memos, and letters for the school office or classroom				
Telling a student's guidance counselor, or teacher, or other school staff when the student is in trouble with the police				
Administering tests developed by the teacher, such as: spelling tests, reading dictation, math quizzes				
Arranging meetings between parents and court officials (youth workers, judges, etc.) to work out legal problems the family might have				
Checking play equipment for safety and good condition, such as: reporting broken chains on a swing				
Taking a student to have an interview with an organization such as the P.T.A., youth center, or a church group which is offering scholarships for camp or other special programs				
Preparing classroom materials: mixing paints, sharpening pencils, laying out colored paper, etc.				
Arranging a meeting between the principal and a parent interested in possible school jobs				
Planning a class field trip or visit				
Giving parents advice on health precautions such as suggesting menus for a balanced diet, ways to dress children more warmly in winter, etc.				
Keeping a pupil or group of pupils after school				
Giving to the health clinic a list of children who need vaccinations or other shots				
Distributing routine notices, such as: announcements of P.T.A. meetings, staff meetings, schedule changes, or other notices				

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Finding out what programs the school has for suspended students				
Taking charge of the class for short periods of time when the teacher is called away, such as: continuing a lesson, reading a story, etc.				
Trading ideas with families about good buys in clothing, food or housewares				
Helping children dress and undress				
Taking a child to see the school nurse				
Showing pupils how to develop and improve skills in such areas as sports and exercises, sewing, dancing, drawing, etc.				
Talking over with a principal or teacher the problems families are having with welfare or in supporting their children				
Helping young children learn how to use crayons, scissors, paste and paint				
Taking records, reports and messages to the school office				
Informing parents of their legal rights and where they can find help when they need advice about adoption, a law suit or other legal problem				
Making arrangements with the school staff for a pupil to receive lunch money				
Correcting homework, workbooks, papers, etc.				
Speaking to a youth worker about the needs of a student who has received a warning				
Checking out books for students in the library or schoolroom				
Telling local organizations, churches, clinics, government agencies, etc. of the needs parents have for day care centers, pre-school programs or workshops to discuss school-problems				
Pronouncing and spelling new words; explaining their meaning to children				
Stopping arguments and fights among students				
Arranging a meeting with parents and the school nurse to discuss school health programs, such as an annual polio vaccination				
Monitoring pupil activities during class time, study halls, etc.				
Learning about the activities of the public library or a local street academy to help students with their school work				
Organizing a meeting with the parents and school staff to discuss ways to raise money for the P.T.A. or other school-community programs				
Operating a duplicating machine, such as a mimeo, ditto, xerox or rexograph				
Asking the school nurse to recommend a doctor or special clinic to meet a family's health problem				

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Keeping attendance records in the classroom for every day				
Giving to an employment agency or a job placement center a list of parents or other neighborhood people looking for jobs				
Cutting stencils, ditto or other duplication masters				
Preparing the paraprofessional payroll for your school: collecting time sheets, handing out pay checks, and checking time cards				
Calling a health clinic or doctor's office to inform them of a family's health problem				
Talking to a pupil and a youth worker when the pupil is in trouble				
Arranging meetings between a student, and his guidance counselor or teacher to discuss a problem the student has in school, such as: frequent tardiness, dropping out, suspension, a learning problem, etc.				
Filing and sorting (records, papers, mail, etc.)				
Arranging a meeting with a social worker and a family having trouble with their welfare payments				
Taking students to enroll in a training program not given by the school system for example: Neighborhood Youth Corps				
Organizing and distributing general school supplies, such as: different kinds of paper, paints, pencils, composition books, etc.				
Bringing families to community workshops or assemblies to discuss school problems, such as: released time for religious or other classes, traffic safety at school crossings, drugs in the schools, etc.				
Collecting background information from Government agencies or business offices about taxes, welfare payments, loans, educational scholarships, etc.				
Arranging a meeting with a student and a guidance counselor to discuss after-school jobs				
Telling Manpower Training Centers or other training programs of students interested in job training				
Taking home children who are ill				
Telling a guidance counselor about a student who needs a job				
Assisting in collecting or recording money for school bank, lunch or trips				
Letting the school people know when a family is changing their address or moving out of the district				
Playing learning games with pupils, such as: rhyming, guessing or finger games				
Suggesting to the school that it begin programs to benefit students in tutoring, drama or other arts or special trips				
Attending meetings with teachers				
Suggesting to the school ways to provide parents with current information on Board of Education policies, election of local school boards, or other school matters				

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Assisting pupils with learning drills (word recognition, pronounciation, spelling, math.)				
Talking with a teacher, counselor or other member of the school staff about a child with a special health problem, such as: poor vision or hearing				
Getting the room ready for the next day's class by arranging tables and chairs, putting out materials, cleaning boards				
Telling local organizations (church groups, agencies, etc.) about students you think could use a scholarship or educational loan				
Working with children on learning drills they can do at home: such as playing with flashcards, reading signs on the street or counting the steps in stairways				
Listening to students tell about their work experiences and search for jobs				
Showing pupils how to use a teaching machine, cuisinaire rods, bead boards or science and language laboratory equipment				
Listening to parents talk about problems they have with their landlord, building superintendent, or in finding a new place to live				
Organizing recess time into directed games and activities				
Finding out from students if they need money to stay in school, or for other essential expenses				
Giving first aid to children in accordance with school board policies, such as: cleaning a cut or scrape, putting on a band-aid				
Finding out how the school helps students get working papers, jobs, and social security numbers				
Learning what services job centers offer, such as: training or counseling; collecting names of possible employment agencies or employers				
Inviting parents to meetings to discuss with school staff issues, such as: election of a local school board, rezoning or a new playground				
Making sure a student meets with a probation officer regularly				
Recruiting and registering pupils: taking their names, telling them who their teachers are				
Helping a student write an application for a loan or scholarship				
Taking charge of the attendance records for the entire school, such as: a file of absence notes, attendance sheets for every class, etc.				
Helping a parent fill in a job application or set up an interview for a job				
Talking with the school principal, or other staff members about legal problems a family has				
Preparing visual aids for the teacher, such as: word cards, alphabet posters, word and picture games, time tables, flash cards, science charts				
Keeping lists or people you can call about health, employment, housing, welfare or legal problems				
Monitoring the doors and hallways of the school				

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Telling students about school programs they might be interested in: special assemblies, and after-school art class, music group or sports program				
Accompanying students on field trips				
Telling families about available health clinics, vaccination programs, medical tests or other health services they can use				
Reporting pupils' learning problems to a teacher				
Discussing with a student how to dress on a job, show up on time and keep a time sheet				
Listening to parents talk about jobs they have had, problems they are having on their jobs, or jobs they are looking for				
Circulating information to paraprofessionals in other schools and districts about your program				
Learning about the school's health services, for example: regular doctors' visits, treatments or check-ups offered by the nurse's office				
Explaining school rules to pupils				
Learning about unsafe health conditions in homes, such as: poor heating, faulty plumbing or lack of pest control				
Reporting paraprofessionals' problems to the administration				
Keeping files of information on health clinics, tutoring programs, job training centers, welfare programs, police programs such as PAL, housing projects or other community agencies				
Assigning students to seats or work areas such as classroom desks, assembly seats or lab tables				
Making costumes, properties, programs, etc., for a student play or other production				
Letting students know about training programs, special vocational high schools, summer jobs, or employment centers where they might be able to find a job				
Going over a paper with a child, correcting and pointing out his errors				
Correcting and grading short-answer tests such as fill-ins or multiple choice				
Letting the Welfare Board know of families that need assistance				
Participating with the teacher in program evaluation, such as: filling out a report form, checking students' progress				
Arranging for a housing official to meet with a family and their landlord in order to settle a rent or other housing dispute				
Taking charge of pupils on a bus, in a cafeteria, on the playground or in assembly				
Telling parents where to arrange loans or other kinds of financial help				

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Handing out and collecting materials in class (art materials, books, snacks, etc)				
Listening to children read or give reports, for example from a reading book, or a book report, etc.				
Informing the proper authority of housing complaints families have and of families who have to relocate				
Delivering and collecting supplies and equipment such as audio-visual equipment (movie projectors, tape recorders, record players) and classroom supplies (paints, paper, books)				
Helping teacher make arrangements for a trip, such as phoning a bus company, collecting permissions slips, etc.				
Telling families about Manpower Training Centers, job placement centers, or possible employers; informing them of minimum wage laws or other job information				
Listening to pupils rehearse for a play or other production, hearing their lines, practicing their cues and entries, etc.				
Preparing bulletin board displays, such as: posting pupils' work, mounting pictures, etc.				
Acting out stories with children				
Letting community agencies know how they can participate in tutoring programs, sports programs, or other after-school activities for students				
Planning a picnic at a beach, state park or elsewhere for a group from the neighborhood or school				
Helping children wash up after playing or working; taking children to the wash room				
Helping families to register a housing complaint, or look for a new place to live				
Locating reference or teaching materials such as books, maps, charts, etc.				
Keeping records of names, addresses and telephone numbers of families you work with				
Accompanying students to the library, lunchroom or another class				
Telling families about programs and activities in your school, or in other schools, such as tutoring, pre-school programs, parent-teacher workshops, etc.				
Playing a record, tape recorder, film strip or movie projector to pupils for a lesson				
Recommending special doctors or health centers to students with medical problems				
Making refreshments or decorations for a school play, a meeting, or special program				
Interpreting lessons to a non-English-speaking child, such as a child speaking Spanish, French, Chinese or another language				
Talking with students about problems they have with police				

JOB DESCRIPTIONS

ACTIVITIES	HOW OFTEN ARE YOU LIKELY TO DO THIS OR SOMETHING LIKE THIS ON YOUR JOB?			
	Never	Once in a While	Fairly Often	Very Often
Listening to parents talk about legal problems they have, such as gaining custody of a child, or getting a divorce				
Assigning classroom jobs or responsibilities to students, such as erasing the blackboard or closing the windows, etc.				
Keeping a file of local doctors, health clinics, Medicare and Medicaid rules or other health information				
Preparing questions for student's tests				
Listening to pupils talk about their classes, things they are learning, or problems they have with other students, teachers or their school work				
Reading aloud to students				
Telling students where they can talk to lawyers or counselors in case they are in trouble with the law				
Taking care of books, for example: repairing bindings, erasing pencil marks, taping torn pages, etc.				
Telling students about organizations which have scholarships or loans to help them through school				
Getting in touch with a lawyer or a group like the Legal Aid Society, when a family needs legal help, such as in filing a suit, or presenting a case in court				
Discussing a student's problems in affording school clothes, lunch money, or school trips with his counselor or other school staff				
Keeping a record of the office or visiting hours and telephone numbers of people in a court building, police station or other law office				
Orienting new paraprofessionals to their job, such as: describing job duties or introducing them to the people they will work with				
Taking pupils to a tutoring session, Black or Puerto Rican history course, a film at the public library or other activities put on by local agencies to help students				
Going over with the teacher class plans for the next few weeks				
Reporting discipline problems to principal, counselors, teachers, parents, or others				
Learning from the school what loans or scholarships they have for students to go to college or to take special courses				
WHAT OTHER JOBS DO YOU DO? Please specify:				

* As you do the activities you have just checked, how much of your time do you use another language in addition to English (such as Spanish, French, Chinese, etc.): *(N = 692)*

None of My Time	461 62.1
Some of My Time	131 17.7
About Half of My Time	48 6.5
Most of My Time	38 5.1
All of My Time	14 1.9

* Think about all the time you spend on your paraprofessional job. How much of your time is spent in each of the following ways. Please answer for each item A-G.

	None of My Time	Some of My Time	About Half of My Time	Most of My Time	All of My Time
A. Attending Meetings *(N = 163)*	7 4.3	122 74.9	22 13.5	9 5.5	3 1.8
B. Conducting interviews which do not take place in homes *(N = 159)*	33 20.8	94 59.1	22 13.8	7 4.4	3 1.9
C. Making phone calls *(N = 164)*	12 7.3	100 61.0	25 15.2	21 12.8	6 3.7
D. Visiting homes *(N = 163)*	31 19.0	41 25.2	27 16.6	50 30.6	14 8.6
E. Reading Brochures *(N = 150)*	37 24.7	99 66.0	5 3.3	5 3.3	4 2.7
F. Writing announcements *(N = 154)*	55 35.7	81 52.7	10 6.5	5 3.2	3 1.9
G. Other (Please specify) _____ _____					

NOTE: DATA COMPUTED ONLY FOR AUXILIARY TRAINER, FAMILY ASSISTANT, FAMILY WORKER AND PARENT PROGRAM ASSISTANT.

PARAPROFESSIONAL IMPACT QUESTIONNAIRE

PARAPROFESSIONAL FORM

Name of Paraprofessional _____ Interviewed By _____ Date _____

Paraprofessional Title _____ I.D. Number _____ School - District _____

Over-lap	Questions	Answers
	Background	
B	1. Do you work with primarily parents or students?	

	Total	Parents	Students	Both	DK
B	61	18	14	29	-
	100.0	29.5	23.0	47.5	-

ABCD	2. If students, what grade level (s)?	A Data Not In This Form**
		B Data Not In This Form
	Role Performed	
ABCD	3. How has your job changed since you began working as a paraprofessional? For example: Do you have more or less responsibility? What are your responsibilities?	

	Total	MoreRes.	No C.	LessRes.	DK
A	258	162	33	9	54
	100.0	62.8	12.8	3.5	20.00
B	36	27	8	1	--
	100.0	75.0	22.0	2.0	-

*A. Classroom Paraprofessional Form
B. Parent/Community Paraprofessional Form
C. Auxiliary Trainer Form
D. Parent Program Assistant Form
NOTE: Forms C and D were abbreviated A forms (they contained no questions about other targets) and have been coded with the other A forms.
**See Table 9 (whenever "Data Not In This Form," see Table 9)

Over-lap	Questions	Answers
	Knowledge and Skills	
ABCD	4. What do you know how to do now that you did not know before you got your paraprofessional job? For example: Have you learned to teach a small group of children?	A Data Not In This Form B Data Not In This Form
	Attitudes Toward Self	
ABCD	5. What parts of your job caused you some worry at first but do not bother you now?	A Data Not In This Form B Data Not In This Form
	Attitude Toward Job	
ABCD	6. a. Do you enjoy your work as a paraprofessional? Why?	
ABCD	6. b. Is this a change from the time you first began working as a paraprofessional?	
ABCD	7. a. How important do you think your work here is?	
ABCD	7. b. Is this a change in your attitude?	

	Total	Yes	Some	No	DK
A	275 100.0	268 97.5	4 1.5	3 1.1	- -
B	62 100.0	56 90.3	1 1.6	5 8.1	-

	Total	Yes	Some	No	DK
A	272 100.0	110 40.4	18 6.6	143 52.6	2 .4
B	57 100.0	21 36.8	1 1.8	32 56.1	3 5.3

	Total	Very	Some	NotAtAll	DK
A	273 100.0	249 91.2	21 7.7	2 .7	1 .4
B	55 100.0	54 98.2	- -	- -	1 1.8

	Total	Yes	Some	No	DK
A	276 100.0	110 41.2	7 2.6	145 54.3	5 1.9
B	61 100.0	24 39.3	1 1.6	35 57.4	1 1.6

Over-lap	Questions	Answers
ABCD	8. a. Did you ever have a job that you felt was as important as your paraprofessional job?	

	Total	Yes	Some	No	DK
A	264 100.0	66 25.0	2 .8	194 73.5	2 .8
B	58 100.0	20 34.5	1 1.7	36 62.1	1 1.7

ABCD — 8. b. What was it?

A Data Not In This Form

B Data Not In This Form

Attitude Toward Job Future

ABCD — 9. Are you thinking of changing your job? If so, to what?

	Total	Yes	Perhaps	No	DK
A	274 100.0	40 14.6	14 5.1	215 78.5	5 1.8
B	53 100.0	9 17.0	3 5.7	41 77.4	- -

ABCD — 10. How has your job as a paraprofessional affected this choice?

A Data Not In This Form

B Data Not In This Form

Attitude Toward Educational Future

ABCD — 11. Are you taking any classes (high school equivalency, college courses, etc.) now?

	Total	Yes	No	DK
A	273 100.0	100.0 36.6	170 62.3	2 .7
B	61 100.0	18 29.5	43 70.5	- -

If 'YES'

ABCD — 12. a. Did your job encourage you to take these courses?

	Total	Yes	Some	No	DK
A	82 100.0	50 61.0	2 2.4	29 35.4	1 1.2
B	23 100.0	13 56.5	8 34.8	2 8.7	- -

Over-lap	Questions	Answers
ABCD	12. b. Do you think you will try to get a higher degree than you have right now?	

	Total	Yes	Perhaps	No	DK
A	101	78	13	5	5
	100.0	77.2	12.9	5.0	5.0
B	24	20	2	1	1
	100.0	83.3	8.3	4.2	4.2

ABCD — 12. c. Are you thinking of getting a teaching certificate?

	Total	Yes	Perhaps	No	DK
A	103	51	15	23	14
	100.0	49.5	14.6	22.3	13.6
B	24	8	4	10	2
	100.0	33.3	16.7	41.7	8.3

ABCD — 12. d. Would you have considered going back to school or getting a degree or certificate if you had not been a part of para-professional program?

	Total	Yes	Perhaps	No	DK
A	85	45	2	32	6
	100.0	52.9	2.4	37.6	7.1
B	22	12	-	10	-
	100.0	54.5	-	45.5	-

If 'NO'

ABCD — 13. a. Has working with the schools made you want to further your education? If so, in what way?

	Total	Yes	Some	No	DK
A	177	142	6	28	1
	100.0	80.2	3.4	15.8	.6
B	45	36	-	8	1
	100.0	80.0	-	17.8	2.2

ABCD — 13. b. Do you think you will go back to school?

	Total	Yes	Perhaps	No	DK
A	172	98	45	20	9
	100.0	57.0	26.2	11.6	5.2
B	45	26	12	7	-
	100.0	57.8	26.7	15.6	-

Attitude Toward The School

ABCD — 14. What do you think of the job the school is doing for the children?

	Total	Good	Fair	Poor	DK
A	271	176	69	15	11
	100.0	64.9	25.5	5.5	4.1
B	54	41	9	4	-
	100.0	75.0	16.0	7.0	-

Over-lap	Questions	Answers
ABCD	15. Do you think most of the people at school try to do a good job?	

	Total	Yes	Some	No	DK
A	272	239	17	9	7
	100.0	87.9	6.3	3.3	2.6
B	60.0	54	1	5	-
	100.0	90.0	1.7	8.3	-

Over-lap	Questions	Answers
ABCD	16. How has your feeling about this changed, if at all, since you began working as a paraprofessional?	

	Total	More Pos	No C.	Less Pos	DK
A	258	111	102	37	8
	100.0	43.0	39.5	14.3	3.1
B	55	25	25	4	1
	100.0	45.5	45.5	7.3	1.8

Over-lap	Questions	Answers
ABCD	17. Do you live in this neighborhood? (Around the school.)	

	Total	Yes	No	DK
A	274	240	34	-
	100.0	87.6	12.4	-
B	56	50	5	1
	100.0	89.0	8.9	1.1

Over-lap	Questions	Answers
ABCD	18. a. Do you plan to continue living in the neighborhood?	

	Total	Yes	No	DK
A	241	205	26	10
	100.0	85.1	10.8	4.1
B	53	47	3	3
	100.0	88.6	5.6	5.6

Over-lap	Questions	Answers
ABCD	18. b. Have you changed your mind about this since becoming a paraprofessional?	

	Total	Yes	Some	No	DK
A	225	18	2	205	-
	100.0	8.0	.9	91.1	-
B	44	3	-	41	-
	100.0	6.8	-	93.2	-

Over-lap	Questions	Answers
ABCD	19. Do you feel the paraprofessional program has had much effect upon the neighborhood? In what way?	

	Total	Yes	Some	No	DK
A	269	192	23	28	26
	100.0	71.4	8.6	10.4	9.7
B	51.	41	3	5	2
	100.0	80.4	5.9	9.8	3.9

Over-lap	Questions	Answers
	Social Behavior Outside of School	
ABCD	20. Have you joined any community organization since becoming a paraprofessional?	

	Total	Yes	No	DK
A	270 100.0	50 18.5	220 81.5	– –
B	59 100.0	19 32.2	38 64.4	2 3.4

ABCD	21. When you are not on the job, do you spend any more time with the people in the community than you did before becoming a paraprofessional?	

	Total	Yes	Some	No	DK
A	268 100.0	108 40.3	13 4.9	146 54.5	1 .4
B	53 100.0	38 71.7	5 9.4	10 18.9	– –

ABCD	22. Do you think either of these changes has been affected by your paraprofessional work?	

	Total	Yes	Some	No	DK
A	191 100.0	95 49.7	2 1.0	94 49.2	– –
B	48 100.0	33 68.8	4 8.3	11 22.9	-

	Education of Own Children	
ABCD	23. Do you have any children in this school or any other school?	

	Total	Yes	No	DK
A	259 100.0	167 64.4	92 35.5	- -
B	51 100.0	39 76.5	12 23.5	- -

	If 'YES'	
ABCD	24. a. Are you more or less involved with your children's school work since becoming a paraprofessional? In what way?	

	Total	More	No C.	Less	DK
A	171 100.0	121 70.8	36 21.1	12 7.0	1 .6
B	46 100.0	26 56.5	19 41.3	- -	1 2.2

ABCD	24. b. How far do you expect your children to go in school?	A Data Not In This Form B Data Not In This Form

Over-lap	Questions	Answers
ABCD	24. c. Has your thinking about this changed since becoming a paraprofessional?	

	Total	Yes	Some	No	DK
A	170	32	-	138	-
	100.0	18.8	-	81.2	-
B	50	17	2	30	1
	100.0	34.0	4.0	60.0	20.0

Major Effect

ABCD	25. What are the most important things that have happened to you since you became a paraprofessional?	A Data Not In This Form B Data Not In This Form

PARAPROFESSIONAL Reporting On Others

TEACHER

A	26. Do you think there have been any changes for the teacher and the way she has been able to work with the children, since you came to work here?	

	Total	Yes	Some	No	DK
A	229	151	46	15	17
	100.0	65.9	20.1	6.6	7.4

B	27. What do you feel are the major changes for the teacher and her job since you came to work here?	

	Total	Much	Some	None	DK
B	17	17	14	2	2
	100.0	48.5	40.0	5.7	5.7

PARAPROFESSIONAL Reporting On Others

PUPIL

School Achievement

AB — 28. Have you noticed any changes in the pupils' school performance since you began working here? For example: In their ability to read?

	Total	Yes	Some	No	DK
A	256 100.0	210 82.0	32 12.5	8 3.1	6 2.3
B	61 100.0	43 70.5	7 11.5	5 8.2	6 9.8

Attitude Toward Self

AB — 29. As far as you can tell, do you think the pupils have more confidence in themselves, particularly in their school work, than they did when you first came?

	Total	Yes	Some	No	DK
A	259 100.0	219 84.6	22 8.5	5 1.9	13 5.0
B	60 100.0	41 68.3	7 11.7	3 5.0	8 13.3

AB — 30. Are they prouder of what they can do?

	Total	Yes	Some	No	DK
A	256 100.0	233 91.0	11 4.3	5 2.0	7 2.7
B	56 100.0	45 80.4	2 3.6	1 1.8	8 14.3

Attitude Toward School

AB — 31. How do pupils feel about school now? Have their feelings changed since you began working here?

	Total	More Pos	No C.	Less Pos	DK
A	230 100.0	166 72.2	34 14.8	3 1.3	27 11.7
B	48 100.0	20 41.7	1 2.1	20 41.7	7 14.6

AB — 32. Do you feel they are more interested now in the work they are doing than when you first came?

	Total	Yes	Some	No	DK
A	254 100.0	206 81.1	23 9.1	12 4.7	13 5.1
B	47 100.0	28 59.6	8 17.0	1 2.1	10 21.3

Over-lap	Questions	Answers
	Major Effect on Pupils	
AB	33. What do you feel are the major changes for the pupils since you began working here?	A Data Not In This Form B Data Not In This Form
	PARAPROFESSIONAL Reporting On Others PARENTS	
	Attitude Toward the School	
AB	34. Do you think parents feel any differently about the job the school is doing for their children since you and the other paraprofessionals began working here? In what way?	
	Knowledge and Skills	
B	35. Do you think parents have learned anything from working with you? If so, what?	
	Attitude Toward the Community	
B	36. Are parents more or less involved in community affairs because of the influence of paraprofessionals? In what way?	

	Total	More Pos	No C.	Less Pos	DK
A	256 100.0	197 77.0	14 5.5	9 3.5	36 14.1
B	53 100.0	50 94.3	3 5.7	- -	- -

	Total	Yes	Some	No	DK
B	53 100.0	48 90.6	1 1.9	2 3.8	2 3.3

	Total	More	No.C.	Less	DK
B	53 100.0	37 69.8	3 15.1	2 3.8	6 11.3

Over-lap	Questions	Answers
	Education of Own Children	
AB	37. Would you say that parents are involving themselves more in their children's education since paraprofessionals began working with the schools? For example: In their school work? Or by meeting with teachers?	

	Total	Yes	Some	No	DK
A	256	164	39	22	31
	100.0	64.1	15.2	8.6	12.1
B	53	45	6	2	-
	100.0	84.9	11.3	3.8	-

Over-lap	Questions
AB	38. Because you work in the school, do parents feel more free to call the teacher or principal to ask a question?

	Total	Yes	Some	No	DK
A	250	146	18	30	56
	100.0	58.4	7.2	12.0	22.4
B	52	39	4	6	3
	100.0	75.0	7.7	11.5	5.8

Over-lap	Questions	Answers
	Major Effect on Parents	
AB	39. What do you feel are the major changes for the parents since paraprofessionals began working with the school?	A Data Not In This Form B Data Not In This Form

FINAL SECTION - PARAPROFESSIONAL FORM

CLASSROOM WORKER

(Includes titles of Educational Assistant, Educational Associate, Teacher Aide, and Student Aide)

40. Who are the teachers or other School Staff you work with most?

	Teacher or Other Staff Form A-2	Room #
1.	_____	_____
2.	_____	_____
3.	_____	_____

NOTE: The Interviewer chooses 1 out of 3 - usually the immediate supervisor or teacher whose classroom the paraprofessional is in.

NOTE: We are not interviewing students younger than grade three. Question number 2 should be directed only to those paraprofessionals working with grade three or above.*

41. Can you tell me the names of 5 students you work with? Do you have their home telephone numbers?

	Student Form A-3 or A-4	Room #	Grade Level	Home Phone #
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

* This decision was later changed to include children of any grade level. See following Elementary Pupil Form for revised language.

FINAL SECTION - PARAPROFESSIONAL FORM

PARENT/COMMUNITY WORKER

(Includes titles of Family Assistant, Family Worker)

42. What five families do you work with most? (Telephone numbers can be obtained from either paraprofessional or the school office.)

	Family Form B-4	Telephone #
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

43. Who are the students (from different families) in these families who go to this School and who are their teachers?

	* Students Form B-3 or B-4	Room #	Teacher Form B-2
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

NOTE: The Interviewer chooses only 3 out of 5 families, 3 out of 5 students, and 3 out of 5 teachers to interview.

* We are only interviewing those students who are in the third grade or a higher grade.**

** This decision was later changed to include children of all grade levels.

Final Section (Cont'd.)

NOTE:

1. The Interviewer should interview all 5 students listed above at the same setting.

2. Of the 5 students above choose 3 whose parents you will interview by telephone. Use Form A-5 for these parents.

* * *

3. Alternatively, rather than having the paraprofessional list the 5 students the Interviewer may randomly select 5 students from the classroom where this paraprofessional is working, and obtain their home phone number from either the teacher's classroom records or the Principal's office. Again, you would choose only 3 students whose parents you will interview by phone.

PARAPROFESSIONAL IMPACT QUESTIONNAIRE

PUPIL FORM (grades K-6)

Teacher _____ Date _____

Name of Referring Paraprofessional _____ Interviewed By _____

Title of Referring Paraprofessional _____ School - District _____

Over-lap	Questions	Answers
	Role Performed	
AB	1. What kind of things do you do with Mrs._____? (Put in above name)	A Data Not In This Form B Data Not In This Form
AB	*2. What do you do with Mrs.____?	A Data Not In This Form B Data Not In This Form * Data Not Presented
AB	3. Did you do these things when Mrs. _____ wasn't here?	

	Total	Yes	Some	No	DK
A	126 100.0	60 47.6	6 4.8	60 47.6	- -
B	9 100.0	3 33.3	- -	6 66.7	- -

*Special Form for Elementary Pupils - grades 2 and under. Because of a low response rate, data were not tabulated.

Over-lap	Questions	Answers
	School Achievement	
A	4. What do you learn with Mrs. _____?	A. Data Not In This Form
A	5. Does she help you with your work?	
A	6. Does she ever work on your reading with you?	
A	7. Do you like to read more because she is here?	
B	8. Does Mrs. _____ help you with your school work?	
B	9. If "Yes", Are you doing better in school because of Mrs. _____?	

	Total	Yes	Some	No	DK
A	134	130	2	2	-
	100.0	97.0	1.5	1.5	-

	Total	Yes	Some	No	DK
A	132	118	1	13	-
	100.0	89.4	.8	9.8	-

	Total	Yes	Some	No	DK
A	125	107	6	12	-
	100.0	85.6	4.8	9.6	-

	Total	Yes	Some	No	DK
B	16	4	1	11	-
	100.0	25.0	6.3	68.8	-

	Total	Yes	Some	No	DK
B	5	5	-	-	-
	100.0	100.0	-	-	-

Over-lap	Questions	Answers
B	10. If "No", Are you doing better in school because Mrs. _____ works with your family?	

	Total	Yes	Some	No	DK
B	12 100.0	9 75.0	- -	1 8.3	2 16.7

	*11. What did Mrs. _____ teach you?	*Data Not Presented
	*12. Do you like to read more because she is here?	*Data Not Presented
	Attitude Toward Self	
AB	*13. What things do you do better now?	A Data Not In This Form * Data Not Presented

		Total	Yes	Some	No	DK
AB	*14. Did Mrs. _____ help you learn them?					
	A	125 100.0	120 96.0	- -	5 4.0	- -
	B	15 100.0	8 53.3	1 6.7	5 33.3	1 6.7

		Total	Yes	Some	No	DK
	Attitude Toward the School					
AB	15. Do you like coming to school more than you used to? Why?					
	A	128 100.0	111 86.7	5 3.9	12 9.4	- -
	B	17 100.0	14 82.4	1 5.9	1 5.9	1 5.9

Over-lap	Questions	Answers
	*16. Do you like coming to school?	* Data Not Presented
	*17. Did you always like coming to school?	* Data Not Presented
	*18. Do you like school better (or less) because of Mrs. _____?	* Data Not Presented
	Social Behavior in School	
AB	19. Did you ever get in trouble in school?	
AB	20. Do you think Mrs. _____ helps to keep you out of trouble?	
	Social Behavior Outside of School	
AB	21. Do you ever do things after school with Mrs. _____?	

	Total	Yes	Some	No	DK
A	133	81	18	34	-
	100.0	60.9	13.5	25.6	-
B	17	13	2	2	-
	100.0	76.5	11.8	11.8	-

	Total	Yes	Some	No	DK
A	128	112	2	14	-
	100.0	87.5	1.6	10.9	-
B	17	14	1	2	-
	100.0	82.4	5.9	11.8	-

	Total	Yes	Some	No	DK
A	131	42	7	82	-
	100.0	32.1	5.3	62.6	-
B	17	4	-	13	-
	100.0	23.5	-	76.5	-

Over-lap	Questions	Answers
AB	22. Does Mrs. _____ ever tell you about things to do after school?	
B	23. Do you do them?	
	Homework	
AB	24. Does Mrs. _____ help you with your homework or other school assignments? In what way?	
	Major Effect Perceived by the Pupil	
AB	*25. What do you think is the most important thing Mrs. _____ does for you?	
	PUPILS Reporting Changes in Others	
	PARAPROFESSIONALS	
	Attitude Toward the School	
A	26. Do you think she likes working here with you? What makes you say that?	

	Total	Yes	Some	No	DK
A	130	76	6	48	-
	100.0	58.5	4.6	36.8	-
B	16	8	1	7	-
	100.0	50.0	6.3	43.8	-

	Total	Yes	Some	No	DK
B	8	6	2	-	-
	100.0	75.0	25.0	-	-

	Total	Yes	Some	No	DK
A	132	100	9	23	-
	100.0	75.8	6.8	17.4	-
B	16	4	1	11	-
	100.0	25.0	6.3	68.8	-

	Total	Yes	Seme	No	DK
A	131	127	2	1	1
	100.0	96.9	1.5	.8	.8

A Data Not In This Form

B Data Not In This Form

* Data not Presented

Over-lap	Questions	Answers
	Most Important Characteristic	
AB	*27. What do you like best about Mrs. _____?	A Data Not In This Form B Data Not In This Form * Data Not Presented
A	28. What would you say is the most important thing that Mrs. _____ does for your teacher?	A Data Not In This Form

PARAPROFESSIONAL IMPACT QUESTIONNAIRE

JUNIOR HIGH PUPIL FORM

Student _____ Date _____

Name of Referring Paraprofessional _____ Interviewed By _____

Title of Referring Paraprofessional _____ School - District _____

Over-lap	Questions	Answers
	Background	
AB	1. What kinds of things do you do with Mrs. _____?	A Data Not In This Form B Data Not Presented*
	Role Performed	
AB	2. Has Mrs. _____ changed the kinds of things you do at school or at home? In what ways?	A: Total 39; Yes 17 (43.6); Some 2 (5.1); No 20 (51.3); DK - (-) B Data Not Presented
	School Achievement	
AB	3. Do you feel as though you are learning more in school now than you used to because of Mrs. ___? If so, in what way?	A: Total 41; Yes 33 (80.5); Some - (-); No 8 (19.5); DK - (-) B Data Not Presented
AB	4. Have your grades and test scores changed since you began working with this paraprofessional? How?	A: Total 39; Higher 30 (76.9); No C. 3 (7.7); Lower 5 (12.8); DK 1 (2.6) B Data Not Presented

* Since there were only five forms returned, data was not tabulated.

Over-lap	Questions	Answers
	Attitude Toward Self	
AB	5. What would you like to be able to do very well?	A Data Not In This Form B Data Not Presented
AB	6. Has Mrs. _____ encouraged you with these things?	A: Total 38 / 100.0; Yes 29 / 76.3; Some - / -; No 9 / 23.7; DK - / - B Data Not Presented
	Attitude Toward Job Future	
AB	7. What kind of a job would you like to have when you are out of school?	A Data Not In This Form B Data Not Presented
AB	8. Does Mrs. _____ influence your thinking on that?	A: Total 39 / 100.0; Yes 8 / 20.5; Some 2 / 5.1; No 29 / 74.4; DK - / - B Data Not Presented
	Attitude Toward Educational Future	
AB	9. What kind of a high school do you think you would like to go to?	A Data Not In This Form B Data Not Presented
AB	10. Are you thinking of going to college?	A: Total 41 / 100.0; Yes 34 / 82.9; Perhaps 3 / 7.3; No 1 / 2.4; DK 3 / 7.3 B Data Not Presented

Over-lap	Questions	Answers
AB	11. Has Mrs. _____ changed your mind at all about the education you would like to get? How?	A: Total 37; Yes 10 (27.0); Some 1 (2.7); No 26 (70.3); DK - (-) B Data Not Presented
	Attitude Toward the School	
A	12. Do you think school is any better or worse since paraprofessionals work here?	Total 39; Better 29 (74.4); No C. 9 (23.1); Worse - (-); DK 1 (2.6)
A	13. Does the school teach you any better or worse because paraprofessionals are working here? Tell me more?	Total 39; Better 30 (76.9); No C. 2 (5.1); Worse 5 (12.8); DK 2 (5.1)
B	14. Has Mrs. _____ changed your feelings toward school? How?	B Data Not Presented
	Attitude Toward the Community	
AB	15. Do you think it has made a difference to the people in your neighborhood that there are paraprofessionals working in the schools? How?	A: Total 37; Yes 11 (29.7); Some - (-); No 14 (37.8); DK 12 (32.5) B Data Not Presented
	Social Behavior Outside of School	
A	16. What do you do when you are not in school?	A Data Not In This Form

Over-lap	Questions	Answers
AB	17. Have you changed in the kinds of things you do when you are not in school since you have been working with this paraprofessional? How?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>39 100.0</td><td>13 33.3</td><td>- -</td><td>26 66.7</td><td>- -</td></tr></table> B Data Not Presented
	Social Behavior in School	
AB	18. Would you say that you have changed in the way you act in school since paraprofessionals have been working here? How?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>41 100.0</td><td>27 65.9</td><td>1 2.4</td><td>13 31.7</td><td>- -</td></tr></table> B Data Not Presented
	Homework	
A	19. Have you changed the way you do your homework because of things you have learned from Mrs._____? How?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>38 100.0</td><td>25 65.8</td><td>1 2.6</td><td>12 31.6</td><td>- -</td></tr></table>
B	20. Have you changed the way you do your homework because Mrs. _____ has been meeting with you and your family? How?	B Data Not Presented
AB	21. Do you think it is more important now?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>36 100.0</td><td>27 75.0</td><td>- -</td><td>9 25.0</td><td>- -</td></tr></table> B Data Not Presented
	Major Effect	
A	22. What do you think is the most important thing that has happened to you since paraprofessionals came to this school?	A Data Not In This Form

Over-lap	Questions	Answers
B	23. What do you think is the most important thing that has happened to you since you've come in contact with Mrs. _____?	B Data Not Presented
	JUNIOR HIGH PUPILS Reporting Changes on Others PARAPROFESSIONALS	
	Role Performed	
AB	24. What do you see Mrs. _____ doing in the school and community?	A Data Not In This Form B Data Not Presented
AB	25. Did she used to do other things?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>29.0 100.0</td><td>8 27.6</td><td>- -</td><td>14 48.3</td><td>7 24.1</td></tr></table> B Data Not Presented
	Attitude Toward the School	
AB	26. How do you think Mrs. _____ feels about this school and community?	<table><tr><th></th><th>Total</th><th>Good</th><th>Fair</th><th>Poor</th><th>DK</th></tr><tr><td>A</td><td>36 100.0</td><td>21 58.3</td><td>- -</td><td>2 5.6</td><td>13 36.1</td></tr></table> B Data Not Presented
AB	27. Do you think she has changed her attitude since she first began working as a paraprofessional? In what way?	<table><tr><th></th><th>Total</th><th>Yes</th><th>Some</th><th>No</th><th>DK</th></tr><tr><td>A</td><td>25 100.0</td><td>6 24.0</td><td>1 4.0</td><td>12 48.0</td><td>6 24.0</td></tr></table> B Data Not Presented

Over-lap	Questions	Answers
	Most Important Characteristics	
AB	28. What do you like best about Mrs. _____?	A Data Not In This Form B Data Not Presented
A	29. What would you say are the most important things that the paraprofessionals do for the teachers?	A Data Not In This Form
	JUNIOR HIGH PUPILS Reporting Changes on Others	
	PARENTS	
	Role Performed	
B	30. Do your parents do things differently since Mrs. _____ began meeting with them? If so, what?	B Data Not Presented
	Attitude Toward the School	
B	31. Do you think your parents have changed their attitude about this school because of Mrs. _____? If so, why?	B Data Not Presented
	Attitude Toward the Community	
B	32. Have your parents changed their attitude toward the community in which they live since Mrs. _____ has begun meeting with them? If so, how?	B Data Not Presented

Over-lap	Questions	Answers
	Major Effect on the Parents	
B	33. What would you say are the most important effects which Mrs. _____ and other para-professionals like her have on the parents of students in this school	B Data Not Presented

PARAPROFESSIONAL IMPACT QUESTIONNAIRE

TEACHER FORM

Teacher _____ Date _____

Name of Referring Paraprofessional _____ Name of Student _____ Interviewed By _____

Title of Referring Paraprofessional _____ School - District _____

Over-lap	Questions	Answers
	Background	
A	1. What is your working relationship with the referring paraprofessional? When do you come in contact with her?	
	Role Performed	
A	2. How has your job as a teacher changed since you began working with paraprofessionals? For example: In time for planning, small group work and preparation of materials.	A Data Not In This Form
B	3. Has your relationship to the above student in your classes changed because of having this paraprofessional work with him and his family? In what ways?	

	Total	Good	Fair	Poor	DK
A	43	24	3	1	13
	100.00	55.8	7.0	2.3	30.2

	Total	Better	No C.	Worse	DK
B	63	33	4	24	2
	100.0	52.4	6.3	38.1	3.2

*To be used for other School Staff as well when referring paraprofessional is a Classroom Paraprofessional.

Over-lap	Questions	Answers
B	4. Do you feel as though you have an easier working relationship with the parents of those students involved with family assistants or family workers? In what ways?	

	Total	Yes	Some	No	DK
B	72	47	2	20	3
	100.0	65.3	2.8	27.8	4.2

Job Knowledge and Skills

Over-lap	Questions
A	5. Did you find there were any additional jobs or skills you have used since having a para-professional work with you, and if so, what are they?

	Total	Yes	Some	No	DK
A	210	114	13	76	7
	100.0	54.3	6.2	36.2	3.3

Attitude Toward Self

Over-lap	Questions
A	6. Do you feel as though you are accomplishing more as a teacher since paraprofessionals began working with you? In what way?

	Total	Yes	Some	No	DK
A	221	179.	12	24	6
	100.0	81.0	5.4	10.9	2.7

Attitude Toward Pupils and Parents

Over-lap	Questions
A	7. Has your relationship to the children in your classes changed because of having para-professionals work in the class-rooms and how?

	Total	Yes	Some	No	DK
A	217	99	12	95	11
	100.0	45.6	5.5	43.8	5.1

Over-lap	Questions
A	8. How has your working relation-ship with the parents of your students changed since para-professionals came into your class room.

	Total	None	Some	Much	DK
A	212	102	69	23	18
	100.0	48.1	32.5	10.8	8.5

Attitude Toward Job

Over-lap	Questions
B	9. Do you feel you are accomplishing more with students of families working with family assistants or family workers? In what way?

	Total	Yes	Some	No	DK
B	71	53	1	12	5
	100.0	74.6	1.4	16.9	7.0

Over-lap	Questions	Answers

A — 10. Have your feelings about your job changed since para-professionals have been working with you? In what way?

	Total	Yes	Some	No	DK
A	219	103	9	100	7
	100.0	47.0	4.1	45.7	3.2

A — 11. Do you find your job is any easier or more difficult?

	Total	Easier	No C.	More	DK
A	217	176	23	13	5
	100.0	81.1	10.6	6.0	2.3

A — 12. Do you enjoy your work any more than you used to, or any less?

	Total	More	No C.	Less	DK
A	213	118	81	6	8
	100.0	55.4	38.0	2.8	3.8

Attitude Toward Job

A — 13. Do you feel as though you are getting any different results from the students, and if so, what are they?

	Total	Yes	Some	No	DK
A	216	158	18	30	10
	100.0	73.1	8.3	13.9	4.6

Attitude Toward Job Future

A — 14. Have your plans to continue in teaching been affected by the paraprofessional program in your school, if so, in what way?

	Total	Yes	Some	No	DK
A	220	41	6	168	5
	100.0	18.6	2.7	76.4	2.3

Attitude Toward The School

B — 15. Do you think this school is doing a better job since para-professionals who work with families began working, if so, in what way?

	Total	Yes	Some	No	DK
B	67	62	3	1	1
	100.0	92.5	4.5	1.5	1.5

Over-lap	Questions	Answers
A	16. Do you think this school is doing a better job because paraprofessionals began working, if so, in what way?	

	Total	Yes	Some	No	DK
A	216	168	16	15	17
	100.0	77.8	7.4	6.9	7.9

Attitude Toward The Community

AB 17. Has your understanding of the community around this school changed since paraprofessionals came into the schools, and if so, how?

	Total	Yes	Some	No	DK
A	218	97	14	96	11
	100.0	44.5	6.4	44.0	5.0
B	65	29	2	26	8
	100.0	44.6	3.1	40.0	12.3

AB 18. Do you feel you understand minority groups better, thanks to the paraprofessionals?

	Total	Yes	Some	No	DK
A	215	90	17	106	2
	100.0	41.9	7.9	49.3	.9
B	69	37	2	25	5
	100.0	53.6	2.9	36.2	7.2

Social Behavior Outside of School

AB 19. Do you find yourself spending more time working with the community and involving yourself in community activities outside of school than you did before paraprofessionals came? In what way?

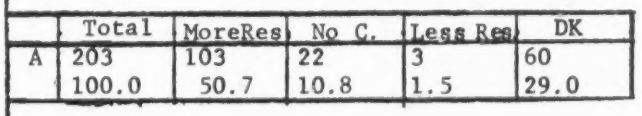
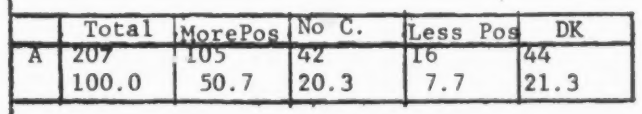
	Total	Yes	Some	No	DK
A	217	31	8	174	4
	100.0	14.3	3.7	80.2	1.8
B	68	24	1	41	2
	100.0	35.3	1.5	60.3	2.9

Major Effect Perceived by the Teacher

AB 20. What are the major changes that have happened to you and your job since paraprofessionals began working here?

A Data Not In This Form

B Data Not In This Form

Over-lap	Questions	Answers
	TEACHERS Reporting Changes In Others PARAPROFESSIONALS	
	Role Performed	
A	21. Do you feel the paraprofessional's job has changed any since she first began working here? In what way? For example: Have her responsibilities changed or has she made any major changes in her position?	
	Job Knowledge and Skills	
A	22. What kind of skills and tasks do you think the paraprofessionals have learned from the experience of their jobs?	A Data Not In This Form
	Attitude Toward School	
A	23. Would you say that the paraprofessional's attitude toward the job that the school is doing, has changed since she began working here? In what way?	
	Major Effect on Paraprofessionals	
A	24. What do you feel are the major changes that have occurred for the paraprofessionals since the program began?	A Data Not In This Form
	Most Important Characteristics	
AB	25. What would you say are the 5 most important characteristics of an effective paraprofessional? (In rank order)	A Data Not In This Form B Data Not In This Form

	Total	MoreRes	No C.	Less Res	DK
A	203	103	22	3	60
	100.0	50.7	10.8	1.5	29.0

	Total	MorePos	No C.	Less Pos	DK
A	207	105	42	16	44
	100.0	50.7	20.3	7.7	21.3

Over-lap	Questions	Answers
	TEACHERS Reporting Changes In Others PUPILS School Achievment	
A	26. Has the pupil's work changed since they began working with paraprofessionals? In what way?	

	Total	Yes	Some	No	DK
A	207	152	24	14	17
	100.0	73.4	11.6	6.8	8.2

Over-lap	Questions
B	27. We know that Mrs. _____ has been spending a lot of time with (name of pupil) and his family. As far as you can tell, has this caused any change in this pupil's performance or behavior in class?

	Total	Yes	Some	No	DK
B	67	35	3	21	9
	100.0	52.2	4.5	31.3	13.4

Over-lap	Questions
A	28. How has their progress changed in reading, math, or other subjects because of the paraprofessionals?

	Total	Greater	No C.	Less	DK
A	202	161	13	7	21
	100.0	79.7	6.4	3.5	10.4

Over-lap	Questions
B	29. Do you feel this pupil is making better progress in reading, math, or other subjects because of this paraprofessional?

	Total	Yes	Some	No	DK
B	62	27	5	21	9
	100.0	43.5	8.0	33.9	14.5

Over-lap	Questions
A	30. Have you noticed any concrete change in test scores or grades since the paraprofessionals began here? In what way?

	Total	Much	Some	None	DK
A	194	58	41	48	46
	100.0	29.9	21.1	24.7	23.7

Over-lap	Questions	Answers
B	31. Have you noticed any concrete changes in test scores or grades since this paraprofessional began working with this child? What way?	Total: 61 (100.0) · Yes: 12 (19.7) · Some: 2 (3.3) · No: 32 (52.5) · DK: 15 (24.6)
	Attitude Toward Self	
A	32. Would you say the pupils feel more confident about the work they do? How can you tell?	Total: 209 (100.0) · Yes: 150 (71.8) · Some: 12 (5.7) · No: 22 (10.5) · DK: 25 (12.0)
B	33. Would you say this pupil feels more confident about the work he does because of Mrs. _____? In what way?	Total: 63 (100.0) · Yes: 28 (44.4) · Some: 1 (1.6) · No: 24 (38.1) · DK: 11 (17.4)
A	34. Are they happier with their roles in schools than they were before paraprofessionals began working here? What makes you say that?	Total: 195 (100.0) · Yes: 103 (52.8) · Some: 18 (9.2) · No: 29 (14.9) · DK: 45 (23.1)
B	35. Has this pupil's adjustment to school changed in any way because of Mrs. _____? In what way?	Total: 19 (100.0) · Better: 17 (89.5) · No C.: 1 (5.3) · Worse: - (-) · DK: 1 (5.3)
	Attitude Toward School	
A	36. How do pupils feel about school now?	Total: 186 (100.0) · MorePos: 107 (57.5) · No C.: 48 (25.8) · LessPos: 9 (4.8) · DK: 22 (11.8)

Over-lap	Questions	Answers
B	37. How does this pupil feel about school now?	

	Total	Better	No C.	Worse	DK
B	61	34	15	1	7
	100.0	55.7	24.6	1.6	11.5

A — 38. Have their feelings changed since the paraprofessionals began working here? In what way?

	Total	Yes	Some	No	DK
A	189	179	21	50	39
	100.0	41.8	11.1	26.5	20.6

B — 39. Has this attitude changed since Mrs. _____ began working here? In what way?

	Total	Yes	Some	No	DK
B	59	27	7	18	7
	100.0	45.8	11.9	30.5	11.9

A — 40. Has there been any change in pupil attendance since paraprofessionals began working here? In what way?

	Total	Better	No C.	Worse	DK
A	194	43	57	46	48
	100.0	22.2	29.4	23.7	24.7

B — 41. Have there been any changes in this pupil's attendance since Mrs. _____ began working with him and his family?

	Total	Yes	Some	No	DK
B	62	28	3	21	10
	100.0	45.2	4.8	33.9	16.2

Major Effect on Pupils

A — 42. What do you feel are the major changes for pupils since paraprofessionals began working here?

A Data Not In This Form

Over-lap	Questions	Answers
B	43. What do you feel are the most important changes for this pupil since Mrs. _____ began working with him and his family?	

	Total	None	Some	Much	DK
B	21	9	10	1	-
	100.0	42.9	47.6	4.8	-

PARAPROFESSIONAL IMPACT QUESTIONNAIRE

PRINCIPAL FORM

Name of Principal _____ Date _____

Interviewed By _____ School - District _____

Over-lap	Questions	Answers
	Background	
None*	1. What is your working relationship with the paraprofessionals in your school? For example: When do you come in contact with them?	Data Not In This Form
	2. As we go through the following interview about paraprofessionals, to which titles will you primarily refer? (School Aides should not be included.)	Data Not In This Form
	Role Performed	
	3. How has your role as a principal changed since paraprofessionals began working in your school? For example: Spending time supervising paraprofessionals or teachers, or spending more time visiting classes, etc.	

	Total	Much	Some	None	DK
	50	6	33	9	2
	100.0	12.0	66.0	18.0	4.0

	Job Knowledge and Skills	
	4. How have your functions as a principal changed now that paraprofessionals are on your staff?	Data Not In This Form

*There was only one version of the Principal Form.

Over-lap	Questions	Answers

Attitude Toward Self

5. Do you feel as though you are accomplishing more as a principal since paraprofessionals began working in your school? In what way?

	Total	Yes	Some	No	DK
	45	39	2	3	3
	100.0	79.6	4.1	6.1	6.1

6. Have your relationships to the teachers changed because paraprofessionals work in the school? In what way?

	Total	Yes	Some	No	DK
	45	14	1	30	-
	100.0	31.1	2.2	66.7	-

7. Do you feel as though you have an easier working relationship with the parents of your students since paraprofessionals came into your school? In what way?

	Total	Yes	Some	No	DK
	49	26	8	13	2
	100.0	53.1	16.3	26.5	4.1

Attitude Toward Job

8. Have your feelings about your job changed since paraprofessionals have been working here? In what way?

	Total	More Pos.	No C.	Less Pos	DK
	32	22	9	-	1
	100.0	68.8	28.1	-	3.1

9. Do you find your job is easier or more difficult?

	Total	Easier	No C.	More Dif.	DK
	43	16	5	19	3
	100.0	37.2	11.6	44.1	7.0

10. Do you enjoy your work any more than you used to, or any less?

	Total	More	No C.	Less	DK
	46	24	16	2	4
	100.0	52.2	34.8	4.3	8.7

Over-lap	Questions	Answers
	Attitude Toward the School	
	11. a. What do you think of the job the school is doing in this community?	Total: 40 (100.0) · Good: 24 (60.0) · Fair: 12 (30.0) · Poor: 3 (7.5) · DK: 1 (2.5)
	11. b. Do you think your school is doing a better job in this community since paraprofessionals joined your staff? If so, in what ways?	Total: 45 (100.0) · Yes: 40 (85.1) · Some: 2 (4.3) · No: 3 (6.4) · DK: 2 (4.3)
	Attitude Toward the Community	
	12. Has your understanding of the community changed since paraprofessionals began working with the school? In what way?	Total: 48 (100.0) · Yes: 24 (50.0) · Some: 7 (14.6) · No: 17 (35.4) · DK: - (-)
	13. Do you feel that you understand minority groups better, thanks to the paraprofessionals?	Total: 45 (100.0) · Yes: 21 (46.7) · Some: 6 (13.3) · No: 18 (40.0) · DK: - (-)
	Social Behavior Outside of School	
	14. Do you find yourself working with the community outside of school more than you did before paraprofessionals came to the school? In what way?	Total: 47 (100.0) · Yes: 13 (27.0) · Some: 4 (8.3) · No: 30 (62.5) · DK: 1 (2.1)
	Major Effect Perceived by the Principal	
	15. What do you feel are the major consequences, both positive and negative, to you and your job as a result of having paraprofessionals join the school staff?	Data Not In This Form

Over-lap	Questions	Answers
	PRINCIPAL Reporting Changes in Others PARAPROFESSIONALS	
	Role Performed	
	16. Do you feel the paraprofessionals' job has changed in any way since they first began working here? In what way? For example: Have they been given greater responsibilities or made any major changes in their positions?	Total: 37 / 100.0 More Res: 32 / 84.2 No C.: 4 / 10.5 Less Res: 1 / 2.6 DK: 1 / 2.6
	17. a. Are there any responsibilities or jobs you feel paraprofessionals could carry out, but are not doing now?	Total: 43 / 100.0 Yes: 23 / 53.5 Some: 1 / 2.3 No: 19 / 44.2 DK: - / -
	17. b. If 'YES', what are they?	Data Not In This Form
	17. c. If 'NO', why not?	Data Not In This Form
	Job Knowledge and Skills	
	18. What kinds of skills and tasks do you think the paraprofessionals have learned from the experience of their jobs?	Data Not In This Form Data Not In This Form

Over-lap	Questions	Answers
	Attitude Toward the School	
	19. Would you say that their attitude toward the job that the school is doing has changed since they got their jobs and began working here? If so, in what way?	Total: 43 / 100.0; More Pos: 42 / 97.7; No C.: - / -; Less Pos.: 1 / 2.3; DK: - / -
	Major Effect on Paraprofessionals	
	20. What do you feel are the major changes for the paraprofessionals that have occurred since the program began?	Total: 32 / 100.0; Much: 1 / 3.1; Some: 29 / 96.0; None: 2 / 6.3; DK: -- / --
	Most Important Characteristics	
	21. What would you say are the 5 most important characteristics of an effective paraprofessional?	Data Not In This Form
	PRINCIPAL Reporting Changes in Others	
	TEACHERS	
	Role Performed	
	22. Have the teachers' roles in the classroom, school, or community changed since paraprofessionals began working with them? In what way?	Total: 45 / 100.0; Yes: 40 / 88.9; Some: 3 / 6.7; No: 2 / 4.9; DK: -- / --
	Job Knowledge and Skills	
	23. Have the teachers been able to use any new skills since the arrival of the paraprofessionals? If so, what are they? For example: Planning small group instruction, instructing paraprofessionals in classroom techniques, etc.	Data Not In This Form

Over-lap	Questions	Answers
	Attitude Toward the School	
	24. How have the teachers' feelings about the school changed since paraprofessionals came? For example: Would you say they are more or less satisfied with the work that is being done here?	Total: 44 / 100.0 — More: 34 / 77.3 — No C.: 8 / 18.2 — Less: 2 / 4.5 — DK: - / -
	25. Are any of them seeking transfers for next year?	Total: 47 / 100.0 — Yes: 24 / 51.1 — --: / — No: 23 / 49.0 — DK: - / -
	26. Is this related to their reaction to the paraprofessional program here?	Total: 37 / 100.0 — Much: - / - — Some: 1 / 2.7 — None: 36 / 97.3 — DK: - / -
	Major Effect on Teachers	
	27. What do you think are the major consequences, both positive and negative, of the paraprofessional program for teachers?	Total: 38 / 100.0 — Much: 3 / 7.9 — Some: 34 / 89.5 — None: 1 / 2.6 — DK: - / -
	PRINCIPAL Reporting Changes in Others PUPILS	
	School Achievement	
	28. Have you seen any significant change in the performance of these students who have worked with paraprofessionals? If so, in what way?	Total: 41 / 100.0 — Yes: 30 / 73.2 — Some: 9 / 22.0 — No: 2 / 4.9 — DK: - / -

Over-lap	Questions	Answers
	In a Junior High School 29. a. Have the proportions of students going to academic or vocational high schools changed because paraprofessionals have been working in this school? (Estimates only.)	Total: 23 (100.0) · Yes: 2 (8.7) · Some: -- · No: 4 (17.4) · DK: 17 (73.9)
	In a Junior High School 29. b. Has your dropout rate changed because paraprofessionals have been working here? If so, how?	Total: 20 (100.0) · Yes: 1 (5.0) · Some: 1 (5.0) · No: 5 (25.0) · DK: 13 (65.0)
	Attitude Toward Self 30. Do you sense among the students any greater sense of pride or self-confidence since paraprofessionals began working here? In what way?	Total: 45 (100.0) · Yes: 27 (60.0) · Some: 3 (6.7%) · No: 6 (13.3) · DK: 9 (20.0)
	Attitude Toward School 31. Have the students' attitudes toward school changed at all since paraprofessionals began working here?	Total: 22 (100.0) · MorePos: 22 (100.0) · No C.: -- · LossPos: -- · DK: --
	32. Has there been any change in student attendance since paraprofessionals began working here? In what way?	Total: 19 (100.0) · Better: 11 (57.8) · No C: 4 (21.1) · Worse: 1 (5.3) · DK: 3 (15.8)
	Major Effect on Pupils 33. What do you think have been the major consequences both positive and negative of the paraprofessional program in your school for the pupils here?	Total: 36 (100.0) · Much: 1 (2.8) · Some: 35 (97.2) · None: -- · DK: --

Over-lap	Questions	Answers
	PRINCIPAL Reporting Changes in Others PARENTS	
	Attitude Toward the School	
	34. Do you think parents feel any different about the job the school is doing for their children since paraprofessionals began working here? In what way?	

	Total	Yes	Some	No.	DK
	44	35	1	4	4
	100.0	79.5	2.3	9.1	9.1

	Education of Own Children
	35. Would you say that parents are involving themselves more in their children's education since paraprofessionals began working with the schools? In what way? For example: Do parents spend more time working with their children on school work, or do they feel more free to call the teacher or principal to ask a question?

	Total	Yes	Some	No	DK
	44	23	3	11	7
	100.0	52.3	6.8	25.0	15.9

	Major Effect on Parents
	36. What do you feel are the major consequences, both positive and negative, for the parents, since paraprofessionals came to the schools?

	Total	Much	Some	None	DK
	35	--	31	4	-
	100.0	--	88.6	11.4	-

	Effectiveness Rating
	37. Who are the two most outstanding paraprofessionals among those the visiting team is interviewing today?

Data Not In This Form

Over-lap	Questions	Answers
	General Comments	

PARAPROFESSIONAL IMPACT QUETSIONNAIRE

PARENT FORM

Parent _____ Date _____

Name of Referring Paraprofessional _____ Interviewed By _____

Title of Referring Paraprofessional _____ School - District _____

Over-lap	Questions	Answers
	Background	
AB	1. What is the nature of your contact with this paraprofessional?	A Data Not In This Form B Data Not In This Form
	Role Performed	
AB	2. Do you participate more in school activities than you did before paraprofessionals began working in the schools?	

	Total	Yes	Some	No	DK
A	195 100.0	31 15.9	7 3.6	157 80.5	- -
B	38 100.0	12 31.6	1 2.6	24 63.2	1 2.6

Over-lap	Questions	Answers
AB	3. Have you changed what you do with your own children as a result of your contact with paraprofessionals? In what way?	

	Total	Yes	Some	No	DK
A	179 100.0	43 24.0	2 1.1	134 74.9	- -
B	38 100.0	15 39.5	2 5.3	20 52.6	1 2.6

	Attitude Toward Self	
AB	4. Has the work the paraprofessionals have been doing at school made you think any differently about things you might be able to do? In what way?	

	Total	Yes	Some	No	DK
A	174 100.0	42 24.1	1 .6	121 69.5	10 5.7
B	35 100.0	17 48.6	- -	16 45.7	2 5.7

Over-lap	Questions	Answers
	Attitude Toward Educational Future	
AB	5. Have paraprofessionals changed your feelings toward your own education? In what way?	

	Total	Yes	Some	No	DK
	187	40	1	143	3
A	100.0	21.4	.5	76.5	1.6
	34	14	-	19	1
B	100.0	41.2	-	55.9	2.9

	Attitude Toward the School	
AB	6. What do you think of the job the school is doing?	

	Total	Good	Fair	Poor	DK
	195	132	43	13	7
A	100.0	67.7	22.1	6.7	3.6
	38	31	1	5	1
B	100.0	81.6	2.6	13.2	2.6

AB	7. Do you think the school has changed much since paraprofessionals started?	

	Total	Yes	Some	No	DK
	183	107	12	22	42
A	100.0	58.5	6.6	12.0	23.0
	36	26	2	3	5
B	100.0	72.2	5.6	8.3	13.9

	Education of Own Children	
AB	8. Do you help your children with their homework?	

	Total	Yes	Some	No	DK
	194	148	24	22	-
A	100.0	76.3	12.4	11.3	-
	38	29	2	7	-
B	100.0	76.3	5.3	18.4	-

AB	9. Has the amount of time you spend on homework with your children changed since paraprofessionals began working in the school?	

	Total	More	No C.	Less	DK
	184	49	105	28	2
A	100.0	26.6	57.1	15.2	1.1
	34	9	19	3	3
B	100.0	26.5	55.9	8.8	8.8

AB	10. a. How far do you expect your children to go in school?	A Data Not In This Form B Data Not In This Form

Over-lap	Questions	Answers
AB	10. b. Has your thinking about this changed since working with paraprofessionals?	

	Total	Yes	Some	No	DK
A	189 100.0	14 7.4	3 1.6	166 87.8	6 3.2
B	34 100.0	7 20.6	- -	26 76.5	1 2.9

Major Effect Perceived by Parent

AB — 11. What has been the most important change for you since paraprofessionals began working in the schools?

A Data Not In This Form

B Data Not In This Form

PARENTS Reporting Changes In Others

PUPILS

School Achievement

AB — 12. Do you feel your children are doing better in school now than they were before paraprofessionals began working with them? In what way?

	Total	Yes	Some	No	DK
A	187 100.0	143 76.5	8 4.3	20 10.7	16 8.6
B	36 100.0	28 77.8	3 8.3	3 8.3	2 5.6

AB — 13. Do you think they are spending more time on their school work?

	Total	More	No. C	Less	DK
A	183 100.0	124 67.8	39 21.3	6 3.3	14 7.7
B	36 100.0	23 63.9	9 25.0	- -	4 11.1

Attitude Toward Self

AB — 14. As far as you can tell, do you think your children have more pride in the school work they do since they began working with paraprofessionals?

	Total	Yes	Some	No	DK
A	182 100.0	133 73.1	4 2.2	22 12.1	23 12.6
B	33 100.0	25 75.8	- -	2 6.1	6 18.2

Over-lap	Questions	Answers
AB	15. Do you feel they are more confident of what they can do?	

	Total	Yes	Some	No	DK
A	190	141	9	23	17
	100.0	74.2	4.7	12.1	8.9
B	30	22	2	2	4
	100.0	73.3	6.7	6.7	13.3

Attitude Toward the School

AB — 16. How do your children feel about going to school? Do they like it or not?

	Total	Much	Some	None	DK
A	192	68	109	12	3
	100.0	35.4	56.8	6.3	1.6
B	35	5	27	2	1
	100.0	14.3	77.1	5.7	2.9

AB — 17. Have their feelings changed since they have been working with paraprofessionals?

	Total	More Pos	No C.	Less Pos	DK
A	188	97	64	6	21
	100.0	51.6	34.0	3.2	11.2
B	32	11	9	1	5
	100.0	34.4	28.1	3.1	15.6

AB — 18. Do you feel they are more interested in the school work they are doing now, then when they first began working with the paraprofessionals?

	Total	Yes	Some	No	DK
A	186	131	9	33	13
	100.0	70.4	4.8	17.7	7.0
B	34	23	3	5	3
	100.0	67.6	8.8	14.7	8.8

Major Effect on Pupils

AB — 19. What do you think is the most important thing that has happened for your children since paraprofessionals began working with them?

A Data Not In This Form

B Data Not In This Form

ACTIVITY CHECK LIST

for

TEACHERS

School Model

This is a list of 19 tasks we imagine a paraprofessional working in a school might do:

1. In the first column, please check those 5 activities where you think school paraprofessionals would be most valuable. Consider each acticity, whether or not the paraprofessional (s) you work with is doing it now.

2. In the second column, rate the activities you have checked, using a 5 point scale. Consider "1" to be your "HIGHEST" rating of value and "5" to be your"LOWEST" rating of value,

Number of Teachers Responding 199

Activities	Check the 5 Most Valuable Activitie	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
1. Playing a musical instrument or singing with the pupils	10 5.0	3 30.0	- -	3 30.0	1 10.0	3 30.0
2. Keeping records of student performance and progress in reading, math or other skills for example: a file of all his tests or a record of books he has read	63 31.7	9 14.3	9 14.3	18 28.6	14 22.2	13 20.6

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
3. Talking quietly to a child who is upset or disturbing the class	144 72.5	44 30.8	30 21.8	25 17.5	24 16.8	20 14.0
4. Administering tests developed by the teacher, such as: spelling tests, reading dictation, math quizzes	30 15.1	2 6.7	8 26.7	4 13.3	11 36.7	5 16.7
5. Helping children dress and undress	9 4.5	1 11.1	2 22.2	1 11.1	- -	5 55.6
6. Pronouncing and spelling new words: explaining their meaning to children	41 20.6	8 18.2	9 20.5	7 15.9	13 29.5	7 15.9
7. Stopping arguments and fights among students	55 27.6	1 1.8	15 27.3	10 18.2	18 32.7	11 20.8
8. Keeping attendance records in the classroom for every day	20 10.1	1 5.0	1 5.0	4 20.0	4 20.0	10 50.0
9. Getting the room ready for the next day's class by arranging tables and chairs putting out materials, cleaning boards.	36 18.1	3 7.9	9 23.7	7 18.4	8 21.1	11 28.9

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
10. Organizing recess time into directed games and activities	18 9.0	- -	1 5.6	2 11.1	6 33.3	9 50.0
11. Preparing visual aids for the teacher, such as: word cards, alphabet posters, word and picture games, time tables, flash cards, science charts	84 42.2	15 17.9	13 15.5	20 23.8	17 20.2	19 22.6
12. Accompanying students on field trips	31 15.6	1 3.2	4 12.9	5 16.1	6 19.4	15 48 4
13. Reporting pupils' learning problems to a teacher	73 15.8	15 21.4	21 30.0	22 31.4	8 11.4	7 5.7
14. Explaining school rules to pupils	6 3.0	1 16.7	1 16.7	1 16.7	1 16.7	2 33.3
15. Going over a paper with a child, correcting and pointing out his errors	108 54.3	25 23.1	36 33.3	28 25.9	13 12.0	6 5.6
16. Correcting and grading short-answer tests such as fill-ins or multiple choice	30 15.1	1 3.3	5 16.7	7 23.3	9 30.0	8 26.7
17. Taking charge of pupils on a bus, in a cafeteria, on the playground or in assembly	12 6.0	1 8.3	1 8.3	- -	3 25.0	7 58.3

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
18. Going over with the teacher class plans for the next few weeks	62 31.2	21 33.9	11 17.7	7 11.3	9 14.5	14 22.6
19. Reporting discipline problems to principal, counselors, teachers, parents, or others	24 12.1	3 12.5	1 4.2	5 20.8	10 41.7	5 20.8
20. Other (please specify)	31 15.6	24 77.4	3 9.7	2 6.5	1 3.2	1 3.2

ACTIVITY CHECK LIST

FOR

TEACHERS

Community Model

Directions:

This is a list of 12 tasks we imagine a paraprofessional working in the community might do:

1. In the first column, please check those 5 activities where you think community paraprofessionals would be most valuable. Consider each activity, whether or not the paraprofessional(s) you work with is doing it now.

2. In the second column, rate the activities you have checked, using a 5 point scale. Consider "1" to be your "HIGHEST" rating of value and "5" to be your "LOWEST" rating of value.

Number of Teachers Responding 68

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
1. Getting to know what families in your school are in need of welfare or other financial assistance	38 55.9	13 33.3	8 20.5	12 30.8	2 5.1	4 10.3
2. Making an appointment for a student or a parent with an employment agency, job center or training program	26 38.2	3 11.5	8 30.8	5 19.2	9 34.6	1 3.8
3. Hearing complaints from parents about problems they have with the school	47 69.1	15 31.9	15 31.9	5 10.6	6 12.8	6 12.8
4. Taking school children or members of their families to the health clinic for regular check-ups	35 51.5	4 11.4	15 42.9	7 20.0	8 22.9	1 2.9

Activities	Check the 5 Most Valuable Activities	RATE the 5 Most Valuable Activities				
	Total	1	2	3	4	5
5. Arranging a meeting with a social worker and a family having trouble with their welfare payments	17 25.0	1 5.9	2 11.8	4 23.5	6 35.3	4 23.5
6. Listening to parents talk about problems they have with their landlord, building superintendent, or in finding a new place to live	9 13.2	1 11.1	- -	2 22.2	1 11.1	5 55.6
7. Arranging meeting between parents and school staff to discuss school issues, such as: election of a local school board, rezoning or a new playground	41 60.3	8 19.5	5 12.2	9 22.0	11 26.8	8 19.5
8. Learning about unsafe health conditions in homes, such as: poor heating, faulty plumbing or lack of pest control	40 58.8	9 22.5	8 20.0	11 27.5	6 15.0	6 15.0
9. Arranging for a housing official to meet with a family and their landlord in order to settle a rent or other housing dispute	4 5.9	- -	- -	2 50.0	1 25.0	1 25.0
10. Planning a picnic at a beach, state park or elsewhere for a group from the neighborhood or school	14 20.6	- -	- -	2 14.3	5 35.7	7 50.0
11. Making refreshments or decorations for a school play, a meeting, or special program	14 20.6	- -	1 7.1	1 7.1	3 21.4	9 64.3

Activities	Check the 5 Most Valuable Activities	RATE the 5 Most Valuable Activities				
	Total	1	2	3	4	5
12. Talking with students or families about problems they have with the police or legal authorities	16 23.5	-	3 18.8	3 18.8	5 31.3	5 31.3
13. Other (please specify)	13 19.1	11 84.6	- -	1 7.7	- -	1 7.7

ACTIVITY CHECK LIST

for

PRINCIPALS

School Model

This is a list of 19 tasks we imagine a paraprofessional working in a school might do:

1. In the first column, please check those 5 activities where you think school paraprofessionals would be most valuable. Consider each acticity, whether or not the paraprofessional (s) you work with is doing it now.

2. In the second column, rate the activities you have checked, using a 5 point scale. Consider "1" to be your "HIGHEST" rating of value and "5" to be your"LOWEST" rating of value,

Number of Principals Responding 44

Activities	Check the 5 Most Valuable Activitie	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
1. Playing a musical instrument or singing with the pupils	3 6.8	1 33.3	- -	1 33.3	1 33.3	- -
2. Keeping records of student performance and progress in reading, math or other skills for example: a file of all his tests or a record of books he has read	16 36.4	3 18.8	1 6.3	1 6.3	5 31.3	6 37.5

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
3. Talking quietly to a child who is upset or disturbing the class	34 77.3	8 23.5	7 20.5	9 2.64	8 23.5	2 17.0
4. Administering tests developed by the teacher, such as: spelling tests, reading dictation, math quizzes	6 13.6	- -	2 33.3	- -	2 33.3	2 33.3
5. Helping children dress and undress	2 4.5	- -	- -	- -	- --	2 100.0
6. Pronouncing and spelling new words: explaining their meaning to children	11 25.0	1 9.1	2 18.2	3 27.3	3 27.3	2 18.2
7. Stopping arguments and fights among students	10 22.7	1 10.0	2 20.0	- -	1 10.0	6 60.0
8. Keeping attendance records in the classroom for every day	1 2.2	- -	- -	- -	- -	1 100.0
9. Getting the room ready for the next day's class by arranging tables and chairs putting out materials, cleaning boards.	7 15.9	- -	2 28.5	1 14.2	3 42.8	1 14.2

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
10. Organizing recess time into directed games and activities	3 6.8	- -	- -	- -	1 33.3	2 66.6
11. Preparing visual aids for the teacher, such as: word cards, alphabet posters, word and picture games, time tables, flash cards, science charts	28 63.4	5 17.9	4 14.2	8 28.5	6 21.4	5 17.8
12. Accompanying students on field trips	9 20.5	- -	1 11.1	1 11.1	3 33.3	4 44.4
13. Reporting pupils' learning problems to a teacher	20 45.5	3 15.0	11 55.0	3 15.0	2 10.0	1 5.0
14. Explaining school rules to pupils	1 2.3	- -	1 100.0	- -	- -	- -
15. Going over a paper with a child, correcting and pointing out his errors	26 59.1	7 26.9	2 7.7	9 34.6	5 19.2	3 11.5
16. Correcting and grading short-answer tests such as fill-ins or multiple choice	2 4.5	- -	- -	1 50.0	- -	1 50.0
17. Taking charge of pupils on a bus, in a cafeteria, on the playground or in assembly	7 15.9	2 28.5	2 28.5	1 14.2	2 28.5	- -

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
18. Going over with the teacher class plans for the next few weeks	12 29.5	6 50.0	4 33.3	1 8.3	- -	2 16.6
19. Reporting discipline problems to principal, counselors, teachers, parents, or others	2 4.5	- -	- -	2 100.0	- -	- -
20. Other (please specify)	9 20.5	5 55.5	1 11.1	1 11.1	- -	2 22.2

ACTIVITY CHECK LIST

for

PRINCIPALS

Community Model

Directions:

This is a list of 12 tasks we imagine a paraprofessional working in the community might do:

1. In the first column, please check those 5 activities where you think community paraprofessionals would be most valuable. Consider each activity, whether or not the paraprofessional(s) you work with is doing it now.

2. In the second column, rate the activities you have checked, using a 5 point scale. Consider "1" to be your "HIGHEST" rating of value and "5" to be your "LOWEST" rating of value.

Number of Principals Responding 20

Number of Principals Responding 20

Activities	Check the 5 Most Valuable Activities	Rate the 5 Most Valuable Activities				
	Total	1	2	3	4	5
1. Getting to know what families in your school are in need of welfare or other financial assistance	10 50.0	2 20.	3 30.0	1 10.0	3 30.0	1 10.0
2. Making an appointment for a student or a parent with an employment agency, job center or training program	9 45.0	1 11.1	4 44.4	3 33.5	- -	1 11.1
3. Hearing complaints from parents about problems they have with the school	14 70.0	10 71.4	2 14.2	- -	2 14.2	- -
4. Taking school children or members of their families to the health clinic for regular check-ups	11 55.0	2 18.2	3 21.4	2 18.2	2 18.2	2 18.2

Activities	Check the 5 Most Valuable Activities	RATE the 5 Most Valuable Activities				
	Total	1	2	3	4	5
5. Arranging a meeting with a social worker and a family having trouble with their welfare payments	6 30.0	- -	1 16.6	1 16.6	1 16.6	3 50.0
6. Listening to parents talk about problems they have with their landlord, building superintendent, or in finding a new place to live	5 25.0	- -	- -	2 40.0	1 20.0	2 40.0
7. Arranging meeting between parents and school staff to discuss school issues, such as: election of a local school board, rezoning or a new playground	12 60.0	4 33.3	4 33.3	1 8.5	- -	3 25.0
8. Learning about unsafe health conditions in homes, such as: poor heating, faulty plumbing or lack of pest control	10 50.0	- -	3 30.0	1 10.0	2 20.0	4 40.0
9. Arranging for a housing official to meet with a family and their landlord in order to settle a rent or other housing dispute	4 20.0	- -	- -	2 50.0	2 50.0	- -
10. Planning a picnic at a beach, state park or elsewhere for a group from the neighborhood or school	5 25.0	- -	- -	- -	4 80.0	1 20.0
11. Making refreshments or decorations for a school play, a meeting, or special program	4 20.0	- -	- -	4 100.0	- -	- -

Activities	Check the 5 Most Valuable Activities	RATE the 5 Most Valuable Activities				
	Total	1	2	3	4	5
12. Talking with students or families about problems they have with the police or legal authorities	4 20.0	- -	- -	2 50.0	1 25.0	1 25.0
13. Other (please specify)	2 10.0	1 50.0	1 50.0	- -	- -	- -

TASK THREE

Team Summary Form for Interviewers

In what area do you feel was the single major impact of the paraprofessionals upon each of the five target populations individually, and upon the school program as a whole. (PLACE ONE CHECK MARK IN EACH COLUMN.)

AREAS OF IMPACT	Paraprofessionals		Teacher		Pupil		Principal		Parent		School	
	N	%	N	%	N	%	N	%	N	%	N	%
Role Performed	17	38.6	35	66.0	-	-	11	29.7	1	5.6	9	20.5
School Achievement	2	4.5	5	9.4	23	43.4	6	16.2	4	22.2	7	15.9
Job Knowledge and Skills	6	13.6	-	-	1	1.9	2	5.4	-	-	-	-
Attitude toward:												
Self	8	18.2	1	1.9	8	15.1	1	2.7	2	11.1	1	2.3
Job	-	-	4	8.5	1	1.9	1	2.7	-	-	-	-
Job Future	4	9.1	-	-	-	-	2	5.4	1	5.6	-	-
Educational Future	3	6.8	-	-	-	-	1	2.7	-	-	-	-
School	4	9.1	-	-	4	8.5	1	2.7	4	22.2	1	2.3
Community	-	-	6	11.3	3	5.7	7	18.9	2	11.1	15	34.1
Social Behavior:												
In School	-	-	1	1.9	10	18.9	2	5.4	-	-	4	9.1
Outside of School	-	-	-	-	-	-	-	-	1	5.6	-	-
Homework:												
Education of Own Children	-	-	-	-	2	3.8	1	2.7	1	5.6	-	-
Other Area (please specify)	-	-	1	1.9	1	1.9	2	5.4	2	11.1	7	15.9
Total	44	100.0	53	100.0	53	100.0	37	100.0	18	100.0	44	100.0

Paraprofessional Effectiveness Ratings

EFFECTIVE Numbers

Principal's nomination_____

Team's nomination_____

INEFFECTIVE NUMBERS

Principal's nomination_____

Team's nomination_____

APPENDIX N
(Consists of Tables 1-11)

Table 1

NUMBER OF PEOPLE LIVING IN HOUSEHOLD

	TOTAL
TOTAL	1671 *
NO ANSWER	39 *
TOTAL ANSWERS	1632 100.0
1	35 2.1
2	144 8.8
3	267 16.4
4	453 27.9
5	363 22.2
6	191 11.7
7	79 4.8
8	51 3.1
9	39 2.4
10 or more	10 .6

Table 2

PREVIOUS JOB

	TOTAL
TOTAL	1671 *
NO ANSWER	592 *
TOTAL ANSWER	1079 *
Professional, Technical and Kindred Workers	116 10.8
Farmers and Farm Managers	- -
Managers, Officials and Proprietors (Exc. Farm)	23 2.1
Clerical and Kindred Workers	457 42.3
Sales Workers	114 10.6
Craftsmen, Foremen and Kindred Workers	19 1.8
Operatives and Kindred Workers	148 13.7
Private Household Workers	21 1.9
Service Workers (Exc. Private Household)	179 16.6
Laborers (Exc. Farm and Mine)	2 .2

Table 3

CAREER DIRECTION

	TOTAL
TOTAL	1671
	*
NO ANSWER	952
	*
TOTAL ANSWER	719
	100.0
Upward	1
	.1
Stable	717
	99.8
Downward	1
	.1

Table 4

NUMBER OF AFFILIATIONS

	TOTAL
TOTAL	1671
	*
NO ANSWER	652
	*
TOTAL ANSWER	1019
	100.0
1	404
	39.6
2	254
	24.9
3	180
	17.7
4	75
	7.4
5	45
	4.4
6	32
	3.1
7	10
	1.0
8	5
	.5
9	2
	.2
10 or more	12
	1.2

Table 5

TYPES OF AFFILIATIONS

	TOTAL
TOTAL	1671 *
NO ANSWER	630 *
TOTAL ANSWERS	1041 100.0
School	793 76.2
Church	210 20.2
Neighborhood	384 36.9
Recreation	229 22.0
Fraternal Clubs	69 6.6
Job Preparation	12 1.2
Trade	17 1.6
Political Party	51 4.9
National Concern	146 14.0

Table 6

PARAPROFESSIONAL DISTRIBUTION AMONG DISTRICTS

	TOTAL
TOTAL	1671
NO ANSWER	--
District 1	86
2	51
3	48
4	95
5	73
6	116
7	-
8	118
9	126
10	35
11	7
12	-
13	138
14	-
15	116
16	80
17	93
18	31
19	117
20	2
21	25
22	14
23	56
24	4
25	8
26	-
27	46
28	37
29	71
30	11
31	32
32	26
33	9

Table 7

HOURLY RATE ACCORDING TO JOB HOURS PER WEEK

	TOTAL	10 OR LESS	11-15	16-20	21-25	26-30	31-35	36-40	MORE THAN 40	NA
TOTAL	1671 *	183 *	29 *	219 *	622 *	265 *	69 *	45 *	18 *	221 *
NO ANSWER	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
TOTAL ANS	1671 100.0	183 100.0	29 100.0	219 100.0	622 100.0	265 100.0	69 100.0	45 100.0	18 100.0	221 100.0
$1.50	157 9.4	93 50.8	5 17.2	3 1.4	1 12	- .4	- -	- -	- -	54 24.4
$1.75	238 14.2	25 13.7	7 24.1	43 19.6	78 12.5	27 10.2	11 15.9	10 22.2	2 11.1	35 15.8
$2.00	12 .7	7 3.8	- -	2 .9	2 .3	- -	- -	- -	- -	1 .5
$2.25	1008 60.3	49 26.8	14 48.4	142 64.9	449 72.2	178 67.1	38 55.2	23 51.1	10 55.6	105 47.4
$2.50	180 10.8	8 4.4	3 10.3	25 11.4	59 9.5	44 16.6	9 13.0	8 17.8	2 11.1	22 10.0
$3.25	8 .5	- -	- -	- -	5 .8	2 .8	- -	- -	- -	1 .5
$3.50	68 4.1	1 .5	- -	4 1.8	28 4.5	13 4.9	11 15.9	4 8.9	4 22.2	3 1.4

Table 8

PARAPROFESSIONAL TITLE
ACCORDING TO PRESENT AND PREVIOUS TRAINING

	----1969 - 1970----			----1968 - 1969----			----1967 - 1968----			----1966 - 1967----			----1965 - 1966----		
		Received Training			Received Training			Received Training			Received Training			Received Training	
	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No
TOTAL	733	557	168	330	239	67	141	94	28	45	29	9	25	11	6
	100.0	76.0	22.9	100.0	72.4	20.3	100.0	66.7	19.9	100.0	64.4	20.0	100.0	44.0	24.0
NO ANSWER	6	2	4	2	1	1	1	1	-	2	2	-	1	1	-
	100.0	33.3	66.7	100.0	50.0	50.0	100.0	100.0	-	100.0	100.0	-	100.0	100.0	-
TOTAL ANSWER	727	555	164	328	238	66	140	93	28	43	27	9	24	10	6
	100.0	76.3	22.6	100.0	72.6	20.1	100.0	66.4	20.0	100.0	62.8	20.9	100.0	41.7	25.0
Auxiliary Trainer	*10*	*9*	*1*	*13*	*10*	-	*8*	*4*	-	*3*	*2*	-	*2*	*1*	-
	100.0	*90.0*	*10.0*	*100.0*	*76.9*	-	*100.0*	*50.0*	-	*100.0*	*66.7*	-	*100.0*	*50.0*	-
Educational Assistant	*393*	*320*	*72*	*200*	*157*	*33*	*69*	*51*	*11*	*12*	*5*	*4*	*7*	*1*	*2*
	100.0	*81.4*	*18.3*	*100.0*	*78.5*	*16.5*	*100.0*	*73.9*	*15.9*	*100.0*	*41.7*	*33.3*	*100.0*	*14.3*	*28.6*
Educational Associate	*18*	*13*	*4*	*3*	*3*	-	-	-	-	-	-	-	-	-	-
	100.0	*72.2*	*22.2*	*100.0*	*100.0*	-	-	-	-	-	-	-	-	-	-
Family Assistant	*112*	*79*	*31*	*54*	*34*	*14*	*26*	*17*	*8*	*10*	*8*	*2*	*4*	*4*	-
	100.0	*70.5*	*27.7*	*100.0*	*63.0*	*25.9*	*100.0*	*65.4*	*30.8*	*100.0*	*80.0*	*20.0*	*100.0*	*100.0*	-
Family Worker	*18*	*10*	*8*	*7*	*3*	*4*	*7*	*3*	*2*	*6*	*5*	*1*	*3*	*2*	*1*
	100.0	*55.6*	*44.4*	*100.0*	*42.9*	*57.1*	*100.0*	*42.9*	*28.6*	*100.0*	*83.3*	*16.7*	*100.0*	*66.7*	*33.3*
Parent Program Assistant	*31*	*20*	*10*	*13*	*8*	*4*	*4*	*2*	*1*	-	-	-	-	-	-
	100.0	*64.5*	*32.3*	*100.0*	*61.5*	*30.8*	*100.0*	*50.0*	*25.0*	-	-	-	-	-	-
Student Aide	*43*	*24*	*17*	*4*	*2*	*1*	*3*	-	*2*	*2*	-	*1*	*2*	-	*1*
	100.0	*55.8*	*39.5*	*100.0*	*50.0*	*25.0*	*100.0*	-	*66.7*	*100.0*	-	*50.0*	*100.0*	-	*50.0*
Teacher Aide	*102*	*80*	*21*	*34*	*21*	*10*	*23*	*16*	*4*	*10*	*7*	*1*	*6*	*2*	*2*
	100.0	*78.4*	*20.6*	*100.0*	*61.8*	*29.4*	*100.0*	*69.6*	*17.4*	*100.0*	*70.0*	*10.0*	*100.0*	*33.3*	*33.3*

Table 9

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
TOTAL ANSWERS	743 100.0	10 100.0	393 100.0	18 100.0	112 100.0	18 100.0	31 100.0	2 100.0	48 100.0	103 100.0	8 100.0
PLANNING (NET)	*341* *45.9*	*4* *40.0*	*223* *56.7*	*6* *33.3*	*28* *25.0*	*4* *22.2*	*9* *29.0*	- -	*10* *20.8*	*51* *49.5*	*6* *75.0*
Helping Students Plan Regular Committee Meetings Or Programs For Special Events	*59* *7.9*	*1* *10.0*	*33* *8.4*	- -	*11* *9.8*	- -	*1* *3.2*	- -	*4* *8.3*	*7* *6.8*	*2* *25.0*
Drawing Up Schedules For Buses, Classrooms, Or Special Facilities (Like Auditoriums Or Gyms)	*37* *5.0*	- -	*25* *6.4*	*1* *5.6*	- -	- -	*3* *9.7*	- -	*1* *2.1*	*7* *6.8*	- -
Planning A Class Field Trip Or Visit	*103* *13.9*	*1* *10.0*	*66* *16.8*	*1* *5.6*	*14* *12.5*	*1* *5.6*	*4* *12.9*	- -	- -	*16* *15.5*	- -
Organizing Recess Time Into Directed Games And Activities	*116* *15.6*	*1* *10.0*	*75* *19.1*	*2* *11.1*	*6* *5.4*	*4* *22.2*	*2* *6.5*	- -	*9* *18.5*	*18* *17.5*	*2* *25.0*
Going Over With The Teacher Class Plans For The Next Few Weeks	*225* *30.3*	*3* *30.0*	*165* *42.0*	*5* *27.8*	*8* *7.1*	*1* *5.6*	*1* *3.2*	- -	*5* *10.4*	*33* *32.0*	*4* *50.0*
PREPARING/CONCLUDING (NET)	*642* *86.4*	*10* *100.0*	*366* *93.1*	*15* *83.3*	*79* *70.5*	*13* *72.2*	*26* *83.9*	*2* *100.0*	*31* *64.6*	*92* *89.3*	*8* *100.0*
Setting Up And Arranging Meetings For The Paraprofessionals In Your School, Such As: Reserving A Room, Announcing A Meeting, Preparing Materials	*112* *15.1*	*7* *70.0*	*43* *10.9*	*2* *11.1*	*28* *25.0*	*1* *5.6*	*19* *61.3*	- -	*4* *8.3*	*8* *7.8*	- -
Making Appointments And Arranging Meetings For Principals, Guidance Counselors, And Other School Staff	*80* *10.8*	*3* *30.0*	*17* *4.3*	- -	*43* *38.4*	*3* *16.7*	*7* *22.6*	- -	*4* *8.3*	*3* *2.9*	- -
Typing Rough Drafts, Memos, And Letters For The School Office Or Classroom	*98* *13.2*	*4* *40.0*	*57* *14.5*	*1* *5.6*	*19* *17.0*	*1* *5.6*	*5* *16.1*	- -	*2* *4.2*	*7* *6.8*	*2* *25.0*
Checking Play Equipment For Safety And Good Condition, Such As: Reporting Broken Chains On A Swing	*83* *11.2*	*2* *20.0*	*52* *13.2*	- -	*6* *5.4*	*2* *11.1*	*4* *12.9*	- -	*1* *2.1*	*14* *13.6*	*2* *25.0*
Preparing Classroom Materials: Mixing Paints, Sharpening Pencils, Layout Out Colored Paper, Etc.	*332* *44.7*	*1* *10.0*	*231* *58.8*	*12* *66.7*	*13* *11.6*	*7* *38.9*	*2* *6.5*	- -	*6* *12.5*	*54* *52.4*	*6* *75.0*
Operating A Duplicating Machine, Such As A Mimeo, Ditto, Xerox Or Rexograph	*231* *31.1*	*5* *50.0*	*134* *34.1*	*4* *22.2*	*34* *30.4*	*4* *22.2*	*10* *32.3*	*1* *50.0*	*4* *8.3*	*32* *31.1*	*3* *37.5*
Cutting Stencils, Ditto Or Other Duplication Masters	*164* *22.1*	*5* *50.0*	*108* *27.5*	*4* *22.2*	*15* *13.4*	*1* *5.6*	*5* *16.1*	- -	*6* *12.5*	*19* *18.4*	*1* *12.5*
Organizing And Distributing General School Supplies, Such As: Different Kinds Of Paper, Paints, Pencils, Composition Books, Etc.	*160* *21.5*	*3* *30.0*	*111* *28.2*	*5* *27.8*	*3* *2.7*	*4* *22.2*	*3* *9.7*	*1* *50.0*	*4* *8.3*	*23* *22.3*	*3* *37.5*
Getting The Room Ready For The Next Day's Class By Arranging Tables And Chairs, Putting Out Materials, Cleaning Boards	*273* *36.7*	*1* *10.0*	*194* *49.4*	*3* *16.7*	*15* *13.4*	*3* *16.7*	*1* *3.2*	- -	*8* *16.7*	*42* *40.8*	*6* *75.0*
Preparing Visual Aids For The Teacher, Such As: Word Cards, Alphabet Posters, Word And Picture Games, Time Tables, Flash Cards, Science Charts	*240* *32.3*	*3* *30.0*	*177* *45.0*	*7* *38.9*	*9* *8.0*	*2* *11.1*	- -	- -	*4* *8.3*	*32* *31.1*	*6* *75.0*

Table 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
PREPARING/CONCLUDING (NET) (continued)											
Making Costumes, Properties, Programs, Etc., For A Student Play Or Other Production	112 15.1	1 10.0	74 18.8	4 22.2	8 7.1	1 5.6	3 9.7	- -	3 6.3	17 16.5	1 12.5
Handing Out And Collecting Materials In Class (Art Materials, Books, Snacks, Etc.)	358 48.2	2 20.0	255 64.9	10 55.6	11 9.8	5 27.8	1 3.2	- -	11 22.9	57 55.3	6 75.0
Delivering And Collecting Supplies And Equipment Such As Audio-Visual Equipment (Movie Projectors, Tape Recorders, Record Players) And Classroom Supplies (Paints, Paper, Books)	178 24.0	2 20.0	126 32.1	6 33.3	3 2.7	3 16.7	1 3.2	- -	4 8.3	29 28.2	4 50.0
Helping Teacher Make Arrangements For A Trip, Such As Phoning A Bus Company, Collecting Permissions Slips, Etc.	168 22.6	1 10.0	118 30.0	5 27.8	11 9.8	2 11.1	4 12.9	- -	2 4.2	22 21.4	3 37.5
Preparing Bulletin Board Displays, Such As: Posting Pupils' Work, Mounting Pictures, Etc.	296 39.8	1 10.0	211 53.7	5 27.8	21 18.8	3 16.7	3 9.7	1 50.0	7 14.6	40 38.8	4 50.0
Locating Reference Or Teaching Materials Such As Books, Maps, Charts, Etc.	195 26.2	3 30.0	131 33.3	5 27.8	11 9.8	1 5.6	1 3.2	1 50.0	8 16.7	29 28.2	5 62.5
Playing A Record, Tape Recorder, Film Strip Or Movie Projector To Pupils For A Lesson	176 23.7	1 10.0	120 30.5	6 33.3	8 7.1	2 11.1	1 3.2	- -	8 16.7	28 27.2	2 25.0
Preparing Questions For Students' Tests	130 17.5	1 10.0	86 21.9	3 16.7	3 2.7	- -	2 6.5	- -	16 33.3	18 17.5	1 12.5
Taking Care Of Books, For Example: Repairing Bindings, Erasing Pencil Marks, Taping Torn Pages, Etc.	204 27.5	- -	132 33.6	3 16.7	8 7.1	7 38.9	- -	1 50.0	8 16.7	40 38.8	5 62.5
PRESENTING INFORMATION (NET)	650 87.5	9 90.0	365 92.9	17 94.4	77 68.8	14 77.8	27 87.1	1 50.0	41 85.4	91 88.3	8 100.0
Assisting With Classroom Experiments, Demonstrations, Etc.	240 32.3	1 10.0	177 45.0	8 44.4	8 7.1	3 16.7	3 9.7	- -	5 10.4	30 29.1	5 62.5
Taking Charge Of The Class For Short Periods Of Time When The Teacher Is Called Away, Such As: Continuing A Lesson, Reading A Story, Etc.	243 32.7	- -	175 44.5	7 38.9	5 4.5	4 22.2	2 6.5	- -	6 12.5	40 38.8	4 50.0
Showing Pupils How To Develop And Improve Skills In Such Areas As Sports And Exercises, Sewing, Dancing, Drawing Etc.	176 23.7	1 10.0	123 31.3	4 22.2	11 9.8	4 22.2	5 16.1	- -	3 6.3	22 21.4	3 37.5
Helping Young Children Learn How To Use Crayons, Scissors, Paste And Paint	251 33.8	2 20.0	161 41.0	11 61.1	22 19.6	7 38.9	3 9.7	- -	6 12.5	34 33.0	5 62.5
Pronouncing And Spelling New Words; Explaining Their Meaning To Children	422 56.8	4 40.0	280 71.2	11 61.1	22 19.6	7 38.9	4 12.9	- -	35 72.9	55 53.4	4 50.0
Showing Pupils How To Use A Teaching Machine, Cuisinaire Rods, Bead Boards Or Science And Language Laboratory Equipment	139 18.7	3 30.0	102 26.0	4 22.2	1 .9	1 5.6	- -	- -	4 8.3	20 19.4	4 50.0

Table 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
PRESENTING INFORMATION (NET) (continued)											
Explaining School Rules To Pupils	385 51.8	1 10.0	228 58.0	8 44.4	60 53.6	8 44.4	14 45.2	1 50.0	8 16.7	51 49.5	6 75.0
Interpreting Lessons To A Non-English-Speaking Child, Such As A Child Speaking Spanish, French, Chinese Or Another Language	177 23.8	3 30.0	111 28.2	6 33.3	15 13.4	3 16.7	2 6.5	- -	11 22.9	25 24.3	1 12.5
Reading Aloud To Students	309 41.6	1 10.0	204 51.9	11 61.1	20 17.9	5 27.8	1 3.2	- -	29 60.4	33 32.0	5 62.5
Orienting New Paraprofessionals To Their Job, Such As: Describing Job Duties Or Introducing Them To The People They Will Work With	117 15.7	9 90.0	43 10.9	3 16.7	21 18.8	- -	20 64.5	- -	6 12.5	13 12.6	2 25.0
ASSIGNING (NET)	258 34.7	1 10.0	190 48.3	3 16.7	7 6.3	1 5.6	1 3.2	- -	10 20.8	39 37.9	6 75.0
Assigning Students To Seats Or Work Areas Such As Classroom Desks, Assembly Seats Or Lab Tables	177 23.8	- -	132 33.6	1 5.6	6 5.4	- -	- -	- -	10 20.8	24 23.3	4 50.0
Assigning Classroom Jobs Or Responsibilities To Students, Such As Erasing The Blackboard Or Closing The Windows, Etc.	180 24.2	1 10.0	134 34.1	3 16.7	3 2.7	1 5.6	1 3.2	- -	3 6.3	29 28.2	5 62.5
CONDUCTING RECITATION (NET)	608 81.8	6 60.0	360 91.6	17 94.4	64 57.1	14 77.8	11 35.5	1 50.0	42 87.5	85 82.5	8 100.0
Playing A Musical Instrument Or Singing With The Pupils	96 12.9	- -	66 16.8	5 27.8	5 4.5	- -	- -	- -	2 4.2	15 14.6	3 37.5
Listening To Children Tell A Story They Made Up, Or About What They Did Over The Weekend	425 57.2	6 60.0	256 65.1	12 66.7	50 44.6	13 72.2	7 22.6	1 50.0	20 41.7	52 50.5	6 100.0
Playing Learning Games With Pupils, Such As: Rhyming, Guessing Or Finger Games	273 36.7	1 10.0	176 44.8	7 38.9	20 17.9	6 33.3	1 3.2	- -	17 35.4	42 40.8	3 37.5
Assisting Pupils With Learning Drills (Word Recognition, Pronounciation, Spelling, Math)	456 61.4	3 30.0	310 78.9	13 72.2	25 22.3	6 33.3	2 6.5	- -	29 60.4	63 61.2	5 62.5
Working With Children On Learning Drills They Can Do At Home: Such As Playing With Flashcards, Reading Signs On The Street Or Counting The Steps In Stairways	290 39.0	3 30.0	192 48.9	7 38.9	20 17.9	5 27.8	3 9.7	- -	12 25.0	45 43.7	3 37.5
Going Over A Paper With A Child, Correcting And Pointing Out His Errors	445 59.9	3 30.0	294 74.8	11 61.1	22 19.6	7 38.9	1 3.2	- -	37 77.1	65 63.1	5 62.5
Listening To Children Read Or Give Reports, For Example From A Reading Book, Or A Book Report, Etc.	408 54.9	3 30.0	270 68.7	13 72.2	25 22.3	5 27.8	- -	- -	24 50.0	62 60.2	6 75.0
Listening To Pupils Rehearse For A Play Or Other Production, Hearing Their Lines, Practicing Their Cues And Entries, Etc.	155 20.9	1 10.0	100 25.4	6 33.3	12 10.7	- -	3 9.7	- -	3 6.3	27 26.2	3 37.5

Table 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
CONDUCTING RECITATION (NET) (continued)											
Acting Out Stories With Children	*154* *20.7*	*1* *10.0*	*103* *26.2*	*4* *22.2*	*11* *9.8*	*2* *11.1*	- -	- -	*6* *12.5*	*24* *23.3*	*3* *37.5*
TESTING AND EVALUATING (NET)	*460* *61.9*	*2* *20.0*	*309* *78.6*	*12* *66.7*	*19* *17.0*	*6* *33.3*	*5* *16.1*	- -	*36* *75.0*	*64* *62.1*	*7* *87.5*
Correcting And Grading Essay Tests Or Themes	*185* *24.9*	*1* *10.0*	*135* *34.4*	*5* *27.8*	*4* *3.6*	*1* *5.6*	- -	- -	*9* *18.8*	*28* *27.2*	*2* *25.0*
Administering Tests Developed By The Teacher, Such As: Spelling Tests, Reading Dictation, Math Quizzes	*205* *27.6*	*1* *10.0*	*152* *38.7*	*6* *33.3*	*6* *5.4*	- -	- -	- -	*8* *16.7*	*29* *28.2*	*3* *37.5*
Correcting Homework, Workbooks, Papers, Etc.	*373* *50.2*	*2* *20.0*	*258* *65.6*	*12* *66.7*	*6* *5.4*	*4* *22.2*	*3* *9.7*	- -	*28* *58.3*	*55* *53.4*	*5* *62.5*
Correcting And Grading Short-Answer Tests Such As Fill-Ins Or Multiple Choice	*300* *40.4*	*1* *10.0*	*227* *57.8*	*5* *27.8*	*6* *5.4*	*3* *16.7*	*1* *3.2*	- -	*18* *37.5*	*36* *35.0*	*3* *37.5*
Participating With The Teacher In Program Evaluation, Such As: Filling Out A Report Form, Checking Students' Progress	*224* *30.1*	*1* *10.0*	*169* *43.0*	*5* *27.8*	*11* *9.8*	*2* *11.1*	*2* *6.5*	- -	*8* *16.7*	*22* *21.4*	*4* *50.0*
REPORTING (NET)	*581* *78.2*	*9* *90.0*	*324* *82.4*	*16* *88.9*	*88* *78.6*	*11* *61.1*	*29* *93.5*	*2* *100.0*	*17* *35.4*	*78* *75.7*	*7* *87.5*
Distributing Routine Notices, Such As: Announcements Of P.T.A. Meetings, Staff Meetings, Schedule Changes, Or Other Notices	*245* *33.0*	*7* *70.0*	*132* *33.6*	*2* *11.1*	*45* *40.2*	*4* *22.2*	*22* *71.0*	*1* *50.0*	*4* *8.3*	*24* *23.3*	*4* *50.0*
Taking Records, Reports And Messages To The School Office	*233* *31.4*	*4* *40.0*	*134* *34.1*	*8* *44.4*	*38* *33.9*	*5* *27.8*	*8* *25.8*	*2* *100.0*	*6* *12.5*	*23* *22.3*	*5* *62.5*
Reporting Pupils' Learning Problems To A Teacher	*353* *47.5*	*2* *20.0*	*245* *62.3*	*9* *50.0*	*28* *25.0*	*5* *27.8*	*4* *12.9*	- -	*9* *18.8*	*46* *44.7*	*5* *62.5*
Circulating Information To Paraprofessionals In Other Schools And Districts About Your Program	*140* *18.8*	*7* *70.0*	*66* *16.8*	*2* *11.1*	*21* *18.8*	*3* *16.7*	*18* *58.1*	- -	*6* *12.5*	*16* *15.5*	*1* *12.5*
Reporting Paraprofessionals' Problems To The Administration	*108* *14.5*	*7* *70.0*	*54* *13.7*	- -	*11* *9.8*	*4* *22.2*	*16* *51.6*	- -	*3* *6.3*	*12* *11.7*	*1* *12.5*
Reporting Discipline Problems To Principal, Counselors, Teachers, Parents, Or Others	*355* *47.8*	*3* *30.0*	*201* *51.1*	*5* *27.8*	*67* *59.8*	*8* *44.4*	*12* *38.7*	- -	*4* *8.3*	*49* *47.6*	*6* *75.0*
KEEPING RECORDS (NET)	*592* *79.7*	*7* *70.0*	*336* *85.5*	*12* *66.7*	*78* *69.6*	*15* *83.3*	*23* *74.2*	*1* *50.0*	*33* *68.8*	*79* *76.7*	*8* *100.0*
Keeping Records Of Student Performance And Progress In Reading, Math, Or Other Skills, For Example: A File Of All His Tests Or A Record Of Books He Has Read	*322* *43.3*	*2* *20.0*	*215* *54.7*	*8* *44.4*	*20* *17.9*	*5* *27.8*	*2* *6.5*	- -	*28* *58.3*	*40* *38.8*	*2* *25.0*
Taking Inventory Of Library Or Classroom Books, General School Supplies, Audiovisual Equipment In The School, Etc.	*183* *24.6*	- -	*130* *33.1*	*3* *16.7*	*5* *4.5*	*5* *27.8*	*2* *6.5*	*1* *50.0*	*1* *2.1*	*32* *31.1*	*4* *50.0*

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
KEEPING RECORDS (NET) (continued)											
Cataloguing And Filing Books In The Library; Filing Cards In The Card Catalogue	76 10.2	- -	47 12.0	- -	4 3.6	3 16.7	- -	1 50.0	3 6.3	15 14.6	3 37.5
Keeping A Record Of Students' Illnesses And Handicaps Or Medical Absences From School	146 19.7	- -	77 19.6	2 11.1	39 34.8	5 27.8	2 6.5	- -	2 4.2	18 17.5	1 12.5
Checking Out Books For Students In The Library Or Schoolroom	200 26.9	- -	135 34.4	5 27.8	6 5.4	3 16.7	2 6.5	1 50.0	5 10.4	40 38.8	3 37.5
Keeping Attendance Records In The Classroom For Every Day	218 29.3	2 20.0	154 39.2	4 22.2	14 12.5	2 11.1	1 3.2	- -	16 33.3	23 22.3	2 25.0
Preparing The Paraprofessional Payroll For Your School: Collecting Time Sheets, Handing Out Paychecks, And Checking Time Cards	45 6.1	4 40.0	12 3.1	1 5.6	6 5.4	- -	18 58.1	- -	3 6.3	1 1.0	- -
Filing And Sorting (Records, Papers, Mail, Etc.)	194 26.1	4 40.0	113 28.8	3 16.7	25 22.3	6 33.3	13 41.9	1 50.0	8 16.7	18 17.5	3 37.5
Assisting In Collecting Or Recording Money For School Bank, Lunch Or Trips	116 15.6	- -	88 22.4	1 5.6	9 8.0	- -	2 6.5	- -	3 6.3	10 9.7	3 37.5
Recruiting And Registering Pupils: Taking Their Names, Telling Them Who Their Teachers Are	83 11.2	- -	32 8.1	1 5.6	30 26.8	3 16.7	8 25.8	- -	3 6.3	5 4.9	1 12.5
Taking Charge Of The Attendance Records For The Entire School, Such As: A File Of Absence Notes, Attendance Sheets For Every Class, Etc.	53 7.1	- -	22 5.6	- -	15 13.4	- -	2 6.5	- -	7 14.6	5 4.9	2 25.0
SUPERVISING (NET)	535 72.0	2 20.0	312 79.4	16 88.9	76 67.9	14 77.8	12 38.7	2 100.0	16 33.3	77 74.8	8 100.0
Taking A Child To See The School Nurse	188 25.3	1 10.0	101 25.7	8 44.4	43 38.4	4 22.2	3 9.7	- -	1 2.1	24 23.3	3 37.5
Monitoring Pupil Activities During Class Time, Study Halls, Etc.	242 32.6	1 10.0	165 42.0	8 44.4	11 9.8	4 22.2	5 16.1	1 50.0	6 12.5	36 35.0	5 62.5
Monitoring The Doors And Hallways Of The School	166 22.3	1 10.0	94 23.9	5 27.8	26 23.2	8 44.4	5 16.1	2 100.0	2 4.2	20 19.4	3 37.5
Accompanying Students On Field Trips	226 30.4	1 10.0	142 36.1	7 38.9	28 25.0	5 27.8	1 3.2	1 50.0	3 6.3	33 32.0	5 62.5
Taking Charge Of Pupils On A Bus, In A Cafeteria, On The Playground Or In Assembly	256 34.5	2 20.0	162 41.2	6 33.3	22 19.6	9 50.0	4 12.9	1 50.0	5 10.4	39 37.9	6 75.0
Accompanying Students To The Library, Lunchroom Or Another Class	322 43.3	1 10.0	208 52.9	12 66.7	25 22.3	7 38.9	2 6.5	1 50.0	12 25.0	47 45.6	7 87.5
DISCIPLINING (NET)	528 71.1	3 30.0	305 77.6	14 77.8	76 67.9	14 77.8	19 61.3	2 100.0	12 25.0	76 73.8	7 87.5
Sending Students To The Principal's Office, Or Other Disciplinary Staff	182 24.5	- -	96 24.4	1 5.6	35 31.3	4 22.2	8 25.8	- -	2 4.2	31 30.1	5 62.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
DISCIPLINING (NET) (continued)											
Keeping A Pupil Or Group Of Pupils After School	33 4.4	1 10.0	16 4.1	1 5.6	4 3.6	- -	1 3.2	- -	4 8.3	6 5.8	- -
Stopping Arguments And Fights Among Students	497 66.9	3 30.0	292 74.3	14 77.8	68 60.7	13 72.2	17 54.8	2 100.0	10 20.8	72 69.9	6 75.0
PHYSICAL CARING (NET)	361 48.6	2 20.0	205 52.2	14 77.8	50 44.6	8 44.4	16 51.6	2 100.0	13 27.1	45 43.7	6 75.0
Helping Children Dress And Undress	162 21.8	- -	102 26.0	6 33.3	24 21.4	2 11.1	5 16.1	- -	2 4.2	18 17.5	3 37.5
Giving First Aid To Children In Accordance With School Board Policies, Such As: Cleaning A Cut Or Scrape, Putting On A Band-Aid	212 28.5	1 10.0	108 27.5	4 22.2	35 31.3	6 33.3	14 45.2	2 100.0	4 8.3	32 31.1	6 75.0
Helping Children Wash Up After Playing Or Working; Taking Children To The Wash Room	208 28.0	1 10.0	134 34.1	10 55.6	18 16.1	3 16.7	1 3.2	1 50.0	11 22.9	25 24.3	4 50.0
COMFORTING (NET)	529 71.2	3 30.0	310 78.9	15 83.3	79 70.5	15 83.3	16 51.6	- -	13 27.1	70 68.0	8 100.0
Talking Quietly To A Child Who Is Upset Or Disturbing The Class	529 71.2	3 30.0	310 78.9	15 83.3	79 70.5	15 83.3	16 51.6	- -	13 27.1	70 68.0	8 100.0
COLLECTING INFORMATION (NET)	591 79.5	5 50.0	312 79.4	12 66.7	106 94.6	16 88.9	27 87.1	1 50.0	30 62.5	74 71.8	8 100.0
Finding Out If The School Office Can Help Families Who Have To Relocate Or Are Having Trouble With Their Housing	84 11.3	2 20.0	23 5.9	2 11.1	43 38.4	2 11.1	7 22.6	- -	1 2.1	4 3.9	- -
Learning The Procedures For Handling Housing Complaints: Who To Call, What Forms To Fill In, Etc. Finding Out What The Housing Authority Can Do To Relocate Tenants	76 10.2	2 20.0	18 4.6	- -	35 31.3	- -	11 35.5	- -	1 2.1	9 8.7	- -
Getting To Know What Families In Your School Are In Need of Welfare Or Other Financial Assistance	107 14.4	2 20.0	25 6.4	5 27.8	53 47.3	6 33.3	13 41.9	- -	1 2.1	2 1.9	- -
Learning About Special Programs The School Has To Offer, Such As: Tutoring, Remedial Reading, Black Or Puerto Rican Cultural Classes, Etc.	296 39.8	5 50.0	163 41.5	7 38.9	57 50.9	5 27.8	17 54.8	- -	8 16.7	30 29.1	4 50.0
Hearing Complaints From Parents About Problems They Have With The School	302 40.6	3 30.0	133 33.8	5 27.8	87 77.7	9 50.0	23 74.2	- -	2 4.2	35 34.0	5 62.5
Finding Out What Programs The School Has For Suspended Students	33 4.4	- -	11 2.8	- -	13 11.6	- -	5 16.1	- -	2 4.2	1 1.0	1 12.5
Learning About The Activities Of The Public Library Or A Local Street Academy To Help Students With Their School Work	141 19.0	2 20.0	83 21.1	3 16.7	20 17.9	3 16.7	4 12.9	- -	5 10.4	17 16.5	4 50.0
Asking The School Nurse To Recommend A Doctor Or Special Clinic To Meet A Family's Health Problem	65 8.7	- -	15 3.8	4 22.2	27 24.1	3 16.7	8 25.8	- -	- -	7 6.8	1 12.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
COLLECTING INFORMATION (NET) (continued)											
Collecting Background Information From Government Agencies Or Business Offices About Taxes, Welfare Payments, Loans, Educational Scholarships, Etc.	32 4.3	2 20.0	4 1.0	1 5.6	14 12.5	1 5.6	6 19.4	- -	- -	3 2.9	1 12.5
Listening To Students Tell About Their Work Experiences And Search For Jobs	116 15.6	2 20.0	62 15.8	4 22.2	14 12.5	1 5.6	5 16.1	1 50.0	4 8.3	17 16.5	6 75.0
Listening To Parents Talk About Problems They Have With Their Landlord, Building Superintendent, Or In Finding A New Place To Live	168 22.6	2 20.0	53 13.5	6 33.3	60 53.6	5 27.8	15 48.4	1 50.0	3 6.3	20 19.4	3 37.5
Finding Out From Students If They Need Money To Stay In School, Or For Other Essential Expenses	40 5.4	1 10.0	16 4.1	- -	9 8.0	2 11.1	2 6.5	- -	2 4.2	6 5.8	2 25.0
Finding Out How The School Helps Students Get Working Papers, Jobs, And Social Security Numbers	72 9.7	2 20.0	29 7.4	1 5.6	16 14.3	3 16.7	9 29.0	- -	6 12.5	4 3.9	2 25.0
Learning What Services Job Centers Offer, Such As: Training Or Counseling; Collecting Names Of Possible Employment Agencies Or Employers	67 9.0	2 20.0	22 5.6	3 16.7	20 17.9	4 22.2	11 35.5	- -	3 6.3	1 1.0	1 12.5
Listening To Parents Talk About Jobs They Have Had, Problems They Are Having On Their Jobs, Or Jobs They Are Looking For	136 18.3	4 40.0	54 13.7	3 16.7	41 36.6	5 27.8	14 45.2	1 50.0	4 8.3	7 6.8	3 37.5
Learning About The School's Health Services, For Example: Regular Doctors' Visits, Treatments Or Check-Ups Offered By The Nurse's Office	145 19.5	2 20.0	65 16.5	4 22.2	40 35.7	5 27.8	13 41.9	- -	4 8.3	8 7.8	4 50.0
Learning About Unsafe Health Conditions In Homes, Such As: Poor Heating, Faulty Plumbing Or Lack Of Pest Control	147 19.8	2 20.0	50 12.7	6 33.3	48 42.9	4 22.2	11 35.5	1 50.0	4 8.3	19 18.4	2 25.0
Talking With Students About Problems They Have With Police	41 5.5	- -	9 2.3	3 16.7	14 12.5	1 5.6	5 16.1	- -	4 8.3	3 2.9	2 25.0
Listening to Parents Talk About Legal Problems They Have, Such As Gaining Custody Of A Child, Or Getting A Divorce	52 7.0	1 10.0	12 3.1	- -	25 22.3	3 16.7	4 12.9	- -	4 8.3	3 2.9	- -
Listening To Pupils Talk About Their Classes, Things They Are Learning, Or Problems They Have With Other Students, Teachers Or Their School Work	410 55.2	1 10.0	232 59.0	10 55.6	60 53.6	10 55.6	13 41.9	1 50.0	23 47.9	52 50.5	8 100.0
Learning From The School What Loans Or Scholarships They Have For Students To Go To College Or To Take Special Courses	37 5.0	2 20.0	11 2.8	1 5.6	9 8.0	- -	5 16.1	- -	4 8.3	4 3.9	1 12.5
RECORDING INFORMATION (NET)	337 45.4	4 40.0	136 34.6	7 38.9	93 83.0	14 77.8	23 74.2	- -	15 31.3	39 37.9	6 75.0
Keeping Lists Of People You Can Call About Health, Employment, Housing, Welfare Or Legal Problems	107 14.4	3 30.0	30 7.6	3 16.7	49 43.8	3 16.7	11 35.5	- -	2 4.2	5 4.9	1 12.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
RECORDING INFORMATION (NET) (continued)											
Keeping Files Of Information On Health Clinics, Tutoring Programs, Job Training Centers, Welfare Programs, Police Programs Such As PAL, Housing Projects Or Other Community Agencies	85 11.4	2 20.0	24 6.1	2 11.1	32 28.6	3 16.7	9 29.0	- -	5 10.4	6 5.8	2 25.0
Keeping Records Of Names, Addresses And Telephone Numbers Of Families You Work With	298 40.1	4 40.0	115 29.3	7 38.9	88 78.6	13 72.2	20 64.5	- -	14 29.2	31 30.1	6 75.0
Keeping A File Of Local Doctors, Health Clinics, Medicare And Medicaid Rules Or Other Health Information	84 11.3	2 20.0	20 5.1	3 16.7	40 35.7	2 11.1	7 22.6	- -	1 2.1	7 6.8	2 25.0
Keeping A Record Of The Office Or Visiting Hours And Telephone Numbers Of People In A Court Building, Police Station Or Other Law Office	38 5.1	1 10.0	11 2.8	1 5.6	15 13.4	- -	3 9.7	- -	2 4.2	4 3.9	1 12.5
GIVING INFORMATION (NET)	476 64.1	7 70.0	242 61.6	13 72.2	97 86.6	14 77.8	28 90.3	2 100.0	10 20.8	55 53.4	8 100.0
Letting The School Know Of Parents Who Are Interested in Working With School Children Or In Other School Jobs	141 19.0	6 60.0	54 13.7	3 16.7	38 33.9	2 11.1	20 64.5	1 50.0	3 6.3	12 11.7	2 25.0
Telling Families Who They Can Call About Housing Complaints, Or Where There May Be Apartments To Rent	93 12.5	2 20.0	24 6.1	2 11.1	46 41.1	1 5.6	10 32.3	- -	- -	8 7.8	- -
Telling A Student's Guidance Counselor, Or Teacher, Or Other School Staff When Student Is In Trouble With The Police	42 5.7	- -	15 3.8	- -	17 15.2	2 11.1	1 3.2	- -	- -	6 5.8	1 12.5
Giving To The Health Clinic A List Of Children Who Need Vaccinations Or Other Shots	48 6.5	- -	20 5.1	- -	19 17.0	- -	2 6.5	- -	- -	5 4.9	2 25.0
Talking Over With A Principal Or Teacher The Problems Families Are Having With Welfare Or In Supporting Their Children	100 13.5	1 10.0	30 7.6	2 11.1	49 43.8	4 22.2	10 32.3	- -	- -	4 3.9	- -
Informing Parents Of Their Legal Rights And Where They Can Find Help When They Need Advice About Adoption, A Law Suit Or Other Legal Problem	53 7.1	3 30.0	11 2.8	- -	23 20.5	1 5.6	8 25.8	- -	1 2.1	5 4.9	1 12.5
Speaking To A Youth Worker About The Needs Of A Student Who Has Received A Warning	46 6.2	- -	23 5.9	1 5.6	11 9.8	- -	4 12.9	- -	- -	5 4.9	2 25.0
Telling Local Organizations, Churches, Clinics, Government Agencies, Etc. Of The Needs Parents Have For Day Care Centers, Pre-School Programs Or Workshops To Discuss School Problems	99 13.3	3 30.0	38 9.7	- -	29 25.9	3 16.7	14 45.2	- -	- -	8 7.8	4 50.0
Giving To An Employment Agency Or A Job Placement Center A List Of Parents Or Other Neighborhood People Looking For Jobs	38 5.1	1 10.0	13 3.3	- -	14 12.5	1 5.6	6 19.4	- -	- -	2 1.9	1 12.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

GIVING INFORMATION (NET) (continued)	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
Calling A Health Clinic Or Doctor's Office To Inform Them Of A Family's Health Problem	29 3.9	1 10.0	6 1.5	1 5.6	12 10.7	1 5.6	4 12.9	- -	1 2.1	3 2.9	- -
Telling Manpower Training Centers Or Other Training Programs Of Students Interested In Job Training	41 5.5	1 10.0	8 2.0	1 5.6	17 15.2	- -	6 19.4	1 50.0	2 4.2	3 2.9	2 25.0
Telling A Guidance Counselor About A Student Who Needs A Job	36 4.8	1 10.0	10 2.5	1 5.6	17 15.2	- -	2 6.5	- -	3 6.3	1 1.0	1 12.5
Letting The School People Know When A Family Is Changing Their Address Or Moving Out Of The District	115 15.5	- -	35 8.9	3 16.7	51 45.5	6 33.3	6 19.4	- -	5 10.4	8 7.8	1 12.5
Suggesting To The School That It Begin Programs To Benefit Students In Tutoring, Drama Or Other Arts Or Special Trips	77 10.4	1 10.0	30 7.6	1 5.6	17 15.2	1 5.6	8 25.8	- -	3 6.3	14 13.6	2 25.0
Suggesting To The School Ways To Provide Parents With Current Information On Board Of Education Policies, Election Of Local School Boards, Or Other School Matters	97 13.1	3 30.0	31 7.9	1 5.6	34 30.4	1 5.6	14 45.2	- -	2 4.2	9 8.7	2 25.0
Talking With A Teacher, Counselor Or Other Member Of The School Staff About A Child With A Special Health Problem, Such As: Poor Vision Or Hearing	256 34.5	2 20.0	148 37.7	9 50.0	56 50.0	4 22.2	10 32.3	- -	1 2.1	22 21.4	4 50.0
Telling Local Organizations (Church Groups, Agencies, Etc.) About Students You Think Could Use A Scholarship Or Educational Loan	36 4.8	1 10.0	13 3.3	2 11.1	6 5.4	1 5.6	6 19.4	- -	3 6.3	3 2.9	1 12.5
Talking With The School Principal, Or Other Staff Members About Legal Problems A Family Has	72 9.7	1 10.0	15 3.8	- -	30 26.8	4 22.2	9 29.0	- -	3 6.3	8 7.8	2 25.0
Telling Students About School Programs They Might Be Interested In: Special Assemblies, And After-School Art Class, Music Group Or Sports Program	141 19.0	1 10.0	71 18.1	2 11.1	31 27.7	6 33.3	6 19.4	1 50.0	5 10.4	14 13.6	4 50.0
Telling Families About Available Health Clinics, Vaccination Programs, Medical Tests Or Other Health Services They Can Use	127 17.1	3 30.0	38 9.7	4 22.2	55 49.1	3 16.7	13 41.9	- -	1 2.1	8 7.8	2 25.0
Letting Students Know About Training Programs, Special Vocational High Schools, Summer Jobs, Or Employment Centers Where They Might Be Able To Find A Job	67 9.0	1 10.0	27 6.9	2 11.1	17 15.2	2 11.1	9 29.0	- -	3 6.3	4 3.9	2 25.0
Letting The Welfare Board Know Of Families That Need Assistance	51 6.9	2 20.0	9 2.3	2 11.1	30 26.8	1 5.6	4 12.9	- -	2 4.2	- -	1 12.5
Telling Parents Where To Arrange Loans Or Other Kinds Of Financial Help	24 3.2	1 10.0	2 .5	1 5.6	13 11.6	2 11.1	2 6.5	- -	1 2.1	2 1.9	- -
Informing The Proper Authority Of Housing Complaints Families Have And Of Families Who Have To Relocate	47 6.3	2 20.0	7 1.8	1 5.6	27 24.1	1 5.6	5 16.1	- -	1 2.1	2 1.9	1 12.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
GIVING INFORMATION (NET) (continued)											
Telling Families About Manpower Training Centers, Job Placement Centers Or Possible Employers: Informing Them Of Minimum Wage Laws Or Other Job Information	79 10.6	2 20.0	19 4.8	2 11.1	31 27.7	2 11.1	10 32.3	- -	- -	12 11.7	1 12.5
Letting Community Agencies Know How They Can Participate In Tutoring Programs, Sports Programs, Or Other After-School Activities For Students	41 5.5	2 20.0	14 3.6	1 5.6	12 10.7	- -	6 19.4	- -	1 2.1	4 3.9	1 12.5
Telling Families About Programs And Activities In Your School, Or In Other Schools, Such As Tutoring, Pre-School Programs, Parent-Teacher Workshops, Etc.	221 29.7	2 20.0	90 22.9	6 33.3	65 58.0	7 38.9	21 67.7	1 50.0	3 6.3	20 19.4	6 75.0
Recommending Special Doctors Or Health Centers To Students With Medical Problems	78 10.5	1 10.0	17 4.3	3 16.7	36 32.1	3 16.7	9 29.0	- -	1 2.1	7 6.8	1 12.5
Telling Students Where They Can Talk To Lawyers Or Counselors In Case They Are In Trouble With The Law	30 4.0	1 10.0	7 1.8	- -	11 9.8	1 5.6	5 16.1	- -	3 6.3	2 1.9	- -
Telling Students About Organizations Which Have Scholarships Or Loans To Help Them Through School	31 4.2	1 10.0	10 2.5	- -	9 8.0	1 5.6	3 9.7	- -	3 6.3	2 1.9	2 25.0
Discussing A Student's Problems In Affording School Clothes, Lunch Money, Or School Trips With His Counselor Or Other School Staff	89 12.0	1 10.0	30 7.6	2 11.1	35 31.3	4 22.2	7 22.6	- -	2 4.2	7 6.8	1 12.5
MATCHING FAMILY NEEDS TO OUTSIDE RESOURCES (NET)	397 53.4	5 50.0	181 46.1	12 66.7	97 86.6	12 66.7	28 30.3	2 100.0	8 16.7	47 45.6	5 62.5
Meeting With A Family And A Principal To Discuss A Particular Legal Problem Which The Family Might Have	89 12.0	2 20.0	26 6.6	1 5.6	40 35.7	1 5.6	11 35.5	- -	1 2.1	7 6.8	- -
Making An Appointment For A Parent With An Employment Agency Or Center	57 7.7	3 30.0	7 1.8	1 5.6	33 29.5	1 5.6	8 25.8	- -	- -	4 3.9	- -
Bringing A Doctor To See A Parent Who Is Ill And Can't Leave The House	9 1.2	1 10.0	2 .5	- -	5 4.5	- -	- -	- -	- -	1 1.0	- -
Taking Children To The Health Clinic For Regular Check-Ups	75 10.1	2 20.0	29 7.4	5 27.8	28 25.0	2 11.1	1 3.2	- -	- -	6 5.8	2 25.0
Arranging Meetings Between Parents And Court Officials (Youth Workers, Judges, Etc.) To Work Out Legal Problems The Family Might Have	20 2.7	2 20.0	5 1.3	- -	8 7.1	- -	2 6.5	- -	- -	2 1.9	1 12.5
Taking A Student To Have An Interview With An Organization Such As The P.T.A., Youth Center, Or A Church Group Which Is Offering Scholarships For Camp Or Other Special Programs	44 5.9	2 20.0	16 4.1	1 5.6	16 14.3	- -	5 16.1	- -	- -	3 2.9	1 12.5
Arranging A Meeting Between The Principal And A Parent Interested In Possible School Jobs	83 11.2	3 30.0	26 6.6	3 16.7	22 19.6	- -	20 64.5	- -	- -	7 6.8	2 25.0

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

MATCHING FAMILY NEEDS TO OUTSIDE RESOURCES (NET) (continued)	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
Making Arrangements With The School Staff For A Pupil To Receive Lunch Money	42 5.7	-	20 5.1	1 5.6	9 8.0	2 11.1	3 9.7	-	2 4.2	4 3.9	1 12.5
Arranging A Meeting With Parents And The School Nurse To Discuss School Health Programs, Such As An Annual Polio Vaccination	68 9.2	-	14 3.6	-	39 34.8	1 5.6	6 19.4	-	-	4 3.9	4 50.0
Organizing A Meeting With The Parents And School Staff To Discuss Ways To Raise Money For The P.T.A. Or Other School-Community Programs	107 14.4	-	45 11.5	1 5.6	32 28.6	1 5.6	11 35.5	1 50.0	2 4.2	13 12.6	1 12.5
Talking To A Pupil And A Youth Worker When The Pupil Is In Trouble	98 13.2	-	40 10.2	2 11.1	27 24.1	4 22.2	7 22.6	-	1 2.1	14 13.6	3 37.5
Arranging Meetings Between A Student And His Guidance Counselor Or Teacher To Discuss A Problem The Student Has In School, Such As: Frequent Tardiness, Dropping Out, Suspension, A Learning Problem, Etc.	141 19.0	1 10.0	44 11.2	4 22.2	62 55.4	8 44.4	8 25.8	-	2 4.2	10 9.7	2 25.0
Arranging A Meeting With A Social Worker And A Family Having Trouble With Their Welfare Payments	39 5.2	2 20.0	5 1.3	-	21 18.8	-	8 25.8	-	1 2.1	1 1.0	1 12.5
Taking Students To Enroll In A Training Program Not Given By The School System, For Example: Neighborhood Youth Corps	31 4.2	1 10.0	8 2.0	1 5.6	10 8.9	1 5.6	5 16.1	-	1 2.1	3 2.9	1 12.5
Brining Families To Community Workshops Or Assemblies To Discuss School Problems, Such As: Released Time For Religious Or Other Classes, Traffic Safety At School Crossings, Drugs In The Schools, Etc.	74 10.0	1 10.0	22 5.6	2 11.1	31 27.7	-	11 35.5	-	-	6 5.8	1 12.5
Arranging A Meeting With A Student And A Guidance Counselor To Discuss After-School Jobs	18 2.4	1 10.0	3 .8	1 5.6	9 8.0	-	1 3.2	-	-	1 1.0	2 25.0
Taking Home Children Who Are Ill	154 20.7	1 10.0	41 10.4	8 44.4	69 61.6	8 44.4	7 22.6	1 50.0	3 6.3	15 14.6	1 12.5
Inviting Parents To Meetings To Discuss With School Staff Issues, Such As: Election Of A Local School Board, Rezoning Or A New Playground	129 17.4	3 30.0	54 13.7	1 5.6	39 34.8	2 11.1	17 54.8	-	2 4.2	9 8.7	2 25.0
Making Sure A Student Meets With A Probation Officer Regularly	11 1.5	-	3 .8	-	3 2.7	-	-	-	2 4.2	1 1.0	2 25.0
Arranging For Housing Official To Meet With A Family And Their Landlord In Order To Settle A Rent Or Other Housing Dispute	24 3.2	2 20.0	10 2.5	1 5.6	7 6.3	-	2 6.5	-	1 2.1	1 1.0	-
Getting In Touch With A Lawyer Or Group Like The Legal Aid Society, When A Family Needs Legal Help, Such As In Filing A Suit, Or Presenting A Case In Court	29 3.9	2 20.0	6 1.5	1 5.6	13 11.6	-	3 9.7	-	2 4.2	2 1.9	-

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
MATCHING FAMILY NEEDS TO OUTSIDE RESOURCES (NET) (continued)											
Taking Pupils To A Tutoring Session, Black Or Puerto Rican History Course, A Film At The Public Library Or Other Activities Put On By Local Agencies To Help Students	52 7.0	1 10.0	32 8.1	- -	6 5.4	- -	2 6.5	- -	3 6.3	8 7.8	- -
INSTRUCTING FAMILY (NET)	450 60.6	6 60.0	237 60.3	10 55.6	85 75.9	13 72.2	26 83.9	1 50.0	10 20.8	55 53.4	7 87.5
Teaching Students How To Take Care Of Their Health: Telling Them About Proper Eating, Sleeping, And Other Health Habits	317 42.7	3 30.0	200 50.9	8 44.4	41 36.6	7 38.9	6 19.4	- -	7 14.6	39 37.9	6 75.0
Showing Parents Ways They Can Help Their Children Do School Work At Home, Such As: Suggesting Questions Parents Can Ask About An Assignment Or Learning Drills And Games They Can Play With Their Children	229 30.8	5 50.0	112 28.5	7 38.9	51 45.5	3 16.7	12 38.7	1 50.0	4 8.3	29 28.2	5 62.5
Advising Families On How To Help Their Children Stay Out Of Trouble With The Law, Such As: Making Sure They Are Home Every Night, Or That They Keep Appointments With The Youth Worker	153 20.6	3 30.0	54 13.7	4 22.2	52 46.4	7 38.9	13 41.9	- -	3 6.3	13 12.6	4 50.0
Giving Parents Advice On Health Precautions Such As Suggesting Menus For A Balanced Diet, Ways To Dress Children More Warmly In Winter, Etc.	114 15.3	2 20.0	33 8.4	5 27.8	47 42.0	1 5.6	10 32.3	- -	- -	14 13.6	2 25.0
Trading Ideas With Families About Good Buys In Clothing, Food Or Housewares	156 21.0	3 30.0	67 17.0	3 16.7	45 40.2	3 16.7	12 38.7	- -	2 4.2	19 18.4	2 25.0
Helping A Student Write An Application For A Loan Or Scholarship	11 1.5	- -	2 .5	1 5.6	1 .9	- -	2 6.5	- -	3 6.3	2 1.9	- -
Helping A Parent Fill In A Job Application Or Set Up An Interview For A Job	51 6.9	2 20.0	12 3.1	1 5.6	15 13.4	- -	16 51.6	- -	3 6.3	2 1.9	- -
Discussing With A Student How To Dress On A Job, Show Up On Time And Keep A Time Sheet	60 8.1	1 10.0	35 8.9	3 16.7	11 9.8	1 5.6	1 3.2	- -	3 6.3	2 1.9	3 37.5
Helping Families To Register A Housing Complaint, Or Look For A New Place To Live	52 7.0	2 20.0	11 2.8	1 5.6	26 23.2	1 5.6	4 12.9	- -	3 6.3	4 3.9	- -
FORMAL SOCIALIZING (NET)	417 56.1	6 60.0	209 53.2	12 66.7	82 73.2	11 61.1	27 87.1	2 100.0	7 14.6	54 52.4	7 87.5
Organizing A School Party Or Fair: Getting Refreshments, Hiring A Band, Setting Up Exhibits Or Rides	102 13.7	2 20.0	56 14.2	1 5.6	24 21.4	- -	4 12.9	- -	3 6.3	12 11.7	- -
Getting Together A Group Of People From Your Neighborhood To Go To A Movie, Sports Event Or Other Show	87 11.7	2 20.0	38 9.7	1 5.6	21 18.8	3 16.7	10 32.3	- -	3 6.3	8 7.8	1 12.5

TABLE 9 (continued)

PARAPROFESSIONAL JOB ACTIVITIES
ACCORDING TO PRESENT PARAPROFESSIONAL TITLE

	TOTAL	AUXILIARY TRAINER	EDUCATIONAL ASSISTANT	EDUCATIONAL ASSOCIATE	FAMILY ASSISTANT	FAMILY WORKER	PARENT PROGRAM ASSISTANT	SCHOOL AIDE	STUDENT AIDE	TEACHER AIDE	NO ANSWER
FORMAL SOCIALIZING (NET) (continued)											
Greeting Parents, Community Leaders, Or Others Who Come To The School	329 44.3	6 60.0	158 40.2	7 38.9	71 63.4	11 61.1	27 87.1	1 50.0	3 6.3	39 37.9	6 75.0
Planning A Picnic At A Beach, State Park Or Elsewhere For A Group From The Neighborhood Or School	85 11.4	1 10.0	39 9.9	3 16.7	14 12.5	2 11.1	5 16.1	1 50.0	3 6.3	14 13.6	3 37.5
Making Refreshments Or Decorations For A School Play, A Meeting, Or Special Program	156 21.0	1 10.0	89 22.6	4 22.2	26 23.2	1 5.6	6 19.4	- -	4 8.3	24 23.3	1 12.5
MODE (NET)	295 39.7	9 90.0	137 34.9	4 22.2	65 58.0	6 33.3	24 77.4	2 100.0	3 6.3	40 38.8	5 62.5
Answering And Using The Telephone, Intercom Or P.A. System In The School Office	169 22.7	4 40.0	65 16.5	3 16.7	52 46.4	5 27.8	23 74.2	1 50.0	2 4.2	12 11.7	2 25.0
Attending Meetings With Teachers	181 24.4	7 70.0	96 24.4	1 5.6	28 25.0	2 11.1	6 19.4	1 50.0	2 4.2	33 32.0	5 62.5

Table 10

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (= 37)	Teachers (N = 878)	Principals (N = 356)
ACTIVITIES	724 25.7	33 73.3	438 30.9	84 31.7	-- --	-- --	208 23.7	166 46.6
Classroom								
Planning	19 .7	-- --	24 1.7	4 1.5	-- --	-- --	3 .3	21 5.9
Preparing/Concluding	27 1.0	3 6.7	41 2.9	11 4.2	-- --	-- --	13 1.5	10 2.8
Presenting Information	45 1.6	-- --	46 3.2	4 1.5	-- --	-- --	46 5.2	37 10.4
Assigning	9 .3	-- --	-- --	-- --	-- --	-- --	-- --	-- --
Conducting Recitation	43 1.5	11 24.4	52 3.7	4 1.5	-- --	-- --	13 1.5	9 2.5
Testing/Evaluating	14 .5	10 22.2	12 .8	2 .8	-- --	-- --	4 .5	3 .8
Reporting	2 .1	-- --	4 .3	1 .4	-- --	-- --	1 .1	2 .6

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
ACTIVITIES (Cont.)								
Keeping Records	24 .9	-- --	20 1.4	5 1.9	-- --	-- --	7 .8	-- --
Supervising	16 .6	1 2.2	18 1.3	5 1.9	-- --	-- --	4 .5	4 1.1
Disciplining	60 2.3	8 17.8	15 1.1	6 2.3	-- --	-- --	3 .3	1 .3
Physical Caring	12 .4	-- --	2 .1	-- --	-- --	-- --	-- --	1 .3
Comforting	7 .2	-- --	-- --	1 .4	-- --	-- --	1 .1	1 .3
Clerical Tasks	160 5.7	-- --	57 4.0	16 6.0	-- --	-- --	20 2.3	7 2.0
Keeping Pupil's Attention	58 2.1	-- --	7 .5	2 .8	-- --	-- --	2 .2	2 .6
Helping With Homework	105 3.7	-- --	39 2.8	8 3.0	-- --	-- --	13 1.5	4 1.1
Translating Languages	11 .4	-- --	7 .5	-- --	-- --	-- --	1 .1	-- --
Instructing	83 2.9	-- --	83 5.9	15 5.7	-- --	-- --	71 8.1	65 18.3

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
ACTIVITIES (Cont.)								
Parent/Community								
Collecting Information	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --
Recording Information	4 / .1	-- / --	1 / .1	-- / --	-- / --	-- / --	-- / --	-- / --
Giving Information	7 / .2	-- / --	2 / .1	-- / --	-- / --	-- / --	-- / --	-- / --
Matching Family Needs To Outside Resources	2 / .1	-- / --	1 / .1	-- / --	-- / --	-- / --	-- / --	-- / --
Instructing Family in How to Duplicate Outside Resources at Home	3 / .1	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --
Formal Socializing	3 / .1	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --
Discussing	3 / .1	-- / --	6 / .4	-- / --	-- / --	-- / --	-- / --	-- / --
Other	1 / .04	-- / --	1 / .1	-- / --	-- / --	-- / --	-- / --	-- / --

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
TARGETS	188 / 6.7	-- / --	134 / 9.5	1 / .4	-- / --	-- / --	69 / 7.9	-- / --
Classroom								
Pupils	99 / 3.5	-- / --	64 / 4.5	-- / --	-- / --	-- / --	55 / 6.3	-- / --
Slow Learners	24 / .9	-- / --	23 / 1.6	-- / --	-- / --	-- / --	7 / .8	-- / --
Fast Learners	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	1 / .1	-- / --
Non-English Speaking Pupils	6 / .2	-- / --	12 / .8	-- / --	-- / --	-- / --	4 / .5	-- / --
Pupils With Behavior Problems	2 / .1	-- / --	8 / .6	-- / --	-- / --	-- / --	1 / .1	-- / --
Teachers	7 / .2	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --	-- / --
Parents	7 / .2	-- / --	1 / .1	-- / --	-- / --	-- / --	-- / --	-- / --

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
TARGETS (Cont.)								
Principals	4 .1	--	--	--	--	--	--	--
Paraprofessionals	1 .04	--	--	--	--	--	1 .1	--
Parent/Community								
Pupils	16 .6	-- --	19 1.3	--	--	--	--	--
Parents	18 .6	-- --	7 .5	--	--	--	--	--
School - Teachers	2 .1	--	--	--	--	--	--	--
Other Agencies	2 .1	--	--	--	--	--	--	--
Other	-- --	--	--	1 .4	--	--	--	--

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	PUPILS as reported by: Paraprof. (N = 1436)	Pupils (N = 1306)	Teachers (N = 1298)	Principals (N = 179)	Parents (N = 379)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
GROUP SIZE	321 11.4	-- --	171 12.0	39 14.7	67 4.7	19 1.5	120 9.3	18 10.1	53 14.0	-- --	1 2.7	205 23.3	70 19.7
Whole Class	12 .4	-- --	29 2.0	1 .4	2 .1	-- --	12 .9	-- --	-- --	-- --	-- --	35 4.0	1 .3
Small Group	135 4.8	-- --	54 3.8	23 8.7	29 2.0	4 .3	18 1.4	2 1.1	-- --	-- --	1 2.7	64 7.3	37 10.4
Individuals	174 6.2	-- --	88 6.2	15 5.7	36 2.5	15 1.1	90 6.9	16 8.9	53 14.0	-- --	-- --	106 12.0	32 9.0

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by:				PUPILS as reported by:					TEACHERS as reported by:				PARENTS as reported by:				
SUBJECTS	Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	Paraprof. (N = 1436)	Pupils (N = 1306)	Teachers (N = 1298)	Principals (N = 179)	Parents (N = 379)	Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)	Paraprof. (N = 386)	Pupils (N = 92)	Teachers (N = 545)	Principals (N = 47)	Parents (N = 319)
	203 7.2	--	186 13.1	28 10.6	506 35.2	1170 89.5	562 43.3	47 26.3	225 59.4	-- --	-- --	105 12.0	6 1.7	41 10.6	--	--	15 31.9	19 6.0
Reading	83 2.9	--	99 7.0	11 4.2	192 13.4	379 29.0	157 12.1	10 5.6	33 8.7	-- --	-- --	20 2.3	1 .3	6 1.6	--	--	1 2.1	--
Language Arts or English	24 .9	--	13 .9	3 1.1	47 3.3	223 17.1	28 2.2	1 .6	8 2.1	-- --	-- --	6 .7	1 .3	-- --	-- --	-- --	-- --	--
Mathematics or Arithmetic	44 1.6	--	24 1.7	2 .8	62 4.3	267 20.4	65 5.0	6 3.4	-- --	-- --	-- --	4 .5	-- --	2 .5	-- --	-- --	2 4.3	--
History or Social Studies	1 .04	--	2 .1	1 .4	2 .1	-- --	4 .3	1 .6	-- --	-- --	-- --	2 .2	-- --	-- --	-- --	-- --	-- --	--
Science	5 .2	--	4 .3	3 1.1	-- --	-- --	8 .6	-- --	-- --	-- --	-- --	4 .5	-- --	-- --	-- --	-- --	-- --	--
Foreign Language	1 .04	--	3 .2	-- --	1 .07	-- --	1 .1	-- --	-- --	-- --	-- --	-- --	-- --	1 .3	-- --	-- --	-- --	--
Art and Music	3 .1	--	5 .4	1 .4	5 .3	30 2.3	1 .1	-- --	-- --	-- --	-- --	2 .2	-- --	-- --	-- --	-- --	-- --	--
Vocational Subjects	-- --	-- --	-- --	-- --	1 .07	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	--
Physical Education	2 .1	--	-- --	-- --	4 .3	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	1 .3	-- --	-- --	-- --	--
Other	9 .3	--	2 .1	2 .8	19 1.3	124 9.5	19 1.5	1 .6	-- --	-- --	-- --	8 .9	-- --	4 1.0	-- --	-- --	1 2.1	--
Subject Unspecified	31 1.1	--	34 2.4	5 1.9	102 7.1	99 7.6	279 21.5	28 15.6	176 46.4	-- --	-- --	59 6.7	4 1.1	27 7.0	-- --	-- --	11 23.4	11 3.4
Homework	-- --	-- --	-- --	-- --	71 4.9	48 3.7	-- --	-- --	8 2.1	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	8 2.5

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by: Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	PUPILS as reported by: Paraprof. (N = 1436)	Pupils (N = 1306)	Teachers (N = 1298)	Principals (N = 179)	Parents (N = 379)	TEACHERS as reported by: Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)	PARENTS as reported by: Paraprof. (N = 386)	Pupils (N = 92)	Teachers (N = 545)	Principals (N = 47)	Parents (N = 390)
PERSONAL GROWTH	547	--	217	86	113	31	176	20	7	--	--	144	12	283	--	--	18	--
	19.4	--	15.3	32.5	7.9	2.4	13.6	11.2	1.8	--	--	16.4	3.4	73.3	--	--	38.2	--
Knowledge																		
Academic Subjects	*10*	--	*26*	*4*	--	--	--	*7*	--	--	--	*2*	--	*49*	--	--	--	--
	.4	--	*1.8*	*1.5*	--	--	--	*3.9*	--	--	--	*.2*	--	*12.7*	--	--	--	--
Other Knowledge	*41*	--	*57*	*19*	--	--	--	--	--	--	--	*1*	--	*21*	--	--	--	--
	1.5	--	*4.0*	*7.2*	--	--	--	--	--	--	--	*.1*	--	*5.4*	--	--	--	--
Skills																		
Job	*37*	--	*33*	*24*	--	--	--	--	--	--	--	*2*	--	*5*	--	--	--	--
	1.3	--	*2.3*	*9.1*	--	--	--	--	--	--	--	*.2*	--	*1.3*	--	--	--	--
Other Skills	*34*	--	*18*	*10*	--	--	--	--	--	--	--	*2*	--	*97*	--	--	--	--
	1.2	--	*1.3*	*3.8*	--	--	--	--	--	--	--	*.2*	--	*25.1*	--	--	--	--
Attitudes																		
Positive	*332*	--	*54*	*20*	*85*	*31*	*118*	*10*	*7*	--	--	*87*	*9*	*97*	--	--	*13*	--
	11.8	--	*3.8*	*7.5*	*5.9*	*2.4*	*9.1*	*5.6*	*1.8*	--	--	*9.9*	*2.5*	*25.1*	--	--	*27.6*	--
Mild	*18*	--	*11*	--	*18*	--	*23*	--	--	--	--	*12*	--	*9*	--	--	--	--
	.6	--	*.8*	--	*1.3*	--	*1.8*	--	--	--	--	*1.4*	--	*2.3*	--	--	--	--
Strong	*37*	--	*18*	*9*	*9*	--	*32*	*2*	--	--	--	*20*	*2*	*4*	--	--	*5*	--
	1.3	--	*1.3*	*3.4*	*.6*	--	*2.5*	*1.1*	--	--	--	*2.3*	*.6*	*1.0*	--	--	*10.6*	--
Negative	*30*	--	--	--	--	--	*1*	--	--	--	--	*17*	*1*	--	--	--	--	--
	1.1	--	--	--	--	--	*.08*	--	--	--	--	*1.9*	*.3*	--	--	--	--	--
Mild	*7*	--	--	--	*1*	--	*2*	*1*	--	--	--	--	--	*1*	--	--	--	--
	.2	--	--	--	*.1*	--	*.2*	*.6*	--	--	--	--	--	*.3*	--	--	--	--
Strong	*1*	--	--	--	--	--	--	--	--	--	--	*1*	--	--	--	--	--	--
	.04	--	--	--	--	--	--	--	--	--	--	*.1*	--	--	--	--	--	--

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by:				PUPILS as reported by:					TEACHERS as reported by:			
	Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)	Paraprof. (N = 1436)	Pupils (N = 1306)	Teachers (N = 1298)	Principals (N = 179)	Parents (N = 379)	Paraprof. (N = 34)	Pupils (N = 37)	Teachers (N = 878)	Principals (N = 356)
RELATING TO OTHERS	733 26.0	12 26.7	223 15.7	20 7.5	532 37.0	10 .8	224 17.3	61 34.1	59 15.6	34 100.0	36 97.3	147 16.7	102 28.7
Pupils	364 12.9	12 26.7	118 8.3	5 1.9	70 4.9	--	11 .8	1 .6	--	34 100.0	--	61 6.9	16 4.5
Slow Learners	26 .9	--	8 .6	1 .4	50 3.5	10 .8	--	--	--	--	--	5 .6	2 .6
Fast Learners	6 .2	--	2 .1	--	35 2.4	--	--	--	--	--	--	4 .5	--
Non-English Speaking Pupils	8 .3	--	3 .2	--	14 1.0	--	18 1.4	--	--	--	--	4 .5	--
Pupils With Behavior Problems	8 .3	--	1 .1	--	38 2.6	--	--	--	--	--	--	2 .2	2 .6
Teachers	33 1.2	--	32 2.3	5 1.9	28 1.9	--	80 6.2	6 3.4	--	--	--	36 4.1	2 .6
Parents	151 5.4	--	15 1.1	2 .8	19 1.3	--	9 .7	3 1.7	--	--	10 27.0	16 1.8	51 14.3
Principals	4 .1	--	--	--	5 .3	--	21 1.6	--	--	--	--	--	--
Paraprofessionals	3 .1	--	1 .1	--	181 12.6	--	13 1.0	35 13.8	24 6.3	--	26 70.3	6 .7	24 6.7
Paraprofessional's Own Children	34 1.2	--	11 .8	--	14 1.0	--	8 .6	--	--	--	--	--	--
School (Unspecified Population)	54 1.9	--	23 1.6	7 2.6	61 4.3	--	46 3.5	13 7.3	35 9.2	--	--	8 .9	3 .8
Unspecified	42 1.5	--	9 .6	--	17 1.2	--	18 1.4	3 1.7	--	--	--	5 .6	2 .6

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PRINCIPALS as reported by: Principals (N = 34)	PARENTS as reported by: Paraprof. (N = 386)	Pupils (N = 92)	Teachers (N = 545)	Principals (N = 47)	Parents (N = 319)
RELATING TO OTHERS	34 100.0	62 16.1	92 100.0	545 100.0	14 29.8	180 56.4
Pupils	--	--	--	85 15.6	4 8.5	131 41.1
Slow Learners	--	--	--	3 .6	--	--
Fast Learners	--	--	--	--	--	--
Non-English Speaking Pupils	--	--	--	5 .9	1 2.1	--
Pupils With Behavior Problems	--	--	--	--	--	--
Teachers	--	--	7 7.6	39 7.2	3 6.4	49 15.4
Parents	34 100.0	--	1 1.1	17 3.1	--	--
Principals	--	--	3 3.3	4 .7	--	--
Paraprofessionals	--	--	19 20.7	63 11.6	1 2.1	--
Paraprofessional's Own Children	--	--	2 2.2	1 .2	--	--
School (Unspecified Population)	--	62 16.1	58 63.0	308 56.5	5 10.6	--
Unspecified	--	--	2 2.2	20 3.7	--	--

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

MAJOR EFFECT ON:				
AREAS OF IMPACT	PARAPROFESSIONALS as reported by:			
	Paraprof. (N = 2818)	Pupils (N = 45)	Teachers (N = 1416)	Principals (N = 265)
AREAS OF CONCERN	18 .6	-- --	1 .1	-- --
School and Learning	15 .5	-- --	1 .1	-- --
Health	1 .04	-- --	-- --	-- --
Employment	2 .07	-- --	-- --	-- --
Housing	-- --	-- --	-- --	-- --
Money	-- --	-- --	-- --	-- --
Police and Legal	-- --	-- --	-- --	-- --
Other	-- --	-- --	-- --	-- --

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

MAJOR EFFECT ON:					
AREAS OF IMPACT	PUPILS as reported by:				
	Paraprof. (N = 1436)	Pupils (N = 1306)	Teachers (N = 1298)	Principals (N = 179)	Parents (N = 379)
PUPIL ACTIVITIES	218 15.2	76 5.8	216 16.6	33 18.4	35 9.2
Punctuality and Attendance	24 1.7	-- --	16 1.2	3 1.7	-- --
Paying Attention	43 3.0	11 .8	36 2.8	1 .6	-- --
Participation	74 5.2	5 .4	123 9.5	15 8.4	-- --
Self Control	77 5.4	60 4.6	41 3.2	14 7.8	35 9.2

Table 10 (continued)

AREAS OF IMPACT ACCORDING TO TARGET POPULATIONS

(AS REPORTED BY TARGET POPULATIONS)

AREAS OF IMPACT	MAJOR EFFECT ON: PARAPROFESSIONALS as reported by:				PARENTS as reported by:				
	Paraprof. (N = 2818)	Pupils	Teachers (N = 1416)	Principals (N = 265)	Paraprof.	Pupils	Teachers	Principals	Parents (N = 319)
BENEFITS	84 3.0	--	46 3.2	7 2.6	--	--	--	--	120 37.6
Education/Training									
Past	7 .2	-- --	1 .1	-- --	-- --	-- --	-- --	-- --	-- --
Present	10 .4	-- --	12 .8	2 .8	-- --	-- --	-- --	-- --	-- --
Future	24 .9	-- --	22 1.6	5 1.9	-- --	-- --	-- --	-- --	102 32.0
Occupation									
Teacher	11 .4	-- --	5 .4	-- --	-- --	-- --	-- --	-- --	16 5.0
Unspecified	31 1.1	-- --	2 .1	-- --	-- --	-- --	-- --	-- --	2 .6
Income	1 .04	-- --	4 .3	-- --	-- --	-- --	-- --	-- --	-- --

Table 11

MOST IMPORTANT CHARACTERISTICS

OF

A GOOD PARAPROFESSIONAL

CHARACTERISTICS	ACCORDING TO:					
	TEACHERS about				PRINCIPALS about:	
	Classroom Paraprofessionals		Parent/Community Paraprofessionals		Both	
	Number	%	Number	%	Number	%
A. Personable	354	32.1	83	41.0	25	17.5
Cooperative	108	9.7	17	8.4	5	3.5
Understanding	94	8.5	19	9.4	3	2.1
Patient	57	5.2	6	2.9	1	.7
Pleasant	32	2.9	22	10.9	9	6.3
Sensitive	32	2.9	12	5.9	4	2.8
Flexible	16	1.5	2	.9	1	.7
Fair	15	1.4	5	2.5	2	1.4
B. Able to Relate to Pupils and Teachers	331	30.0	72	35.6	53	37.3
Pupils	145	13.1	17	8.4	15	10.6
Teachers	86	7.8	17	8.4	6	4.2
Unidentified	100	9.1	38	18.8	32	22.5
C. Stable	152	13.7	15	7.4	20	14.0
Reliable	48	4.4	5	2.5	10	7.0
Conscientious	42	3.8	5	2.5	7	4.9
Mature	22	1.9	-	-	2	1.4
Organized	19	1.7	1	.5	-	-
Firm	15	1.4	4	1.9	-	-
Shows Common Sense	6	.5	-	-	1	.7
D. Interested	117	10.6	11	5.5	28	19.7
Interested	35	3.2	2	1.0	4	2.8
Shows Initiative	42	3.8	7	3.5	6	4.2
Motivated	24	2.1	-	-	8	5.6
Willing to Learn	16	1.5	2	1.0	10	7.0
E. Knowledgeable	90	8.1	15	7.4	11	7.7
Knows Curriculum and Teaching Techniques	49	4.4	7	3.5	4	2.8
Educated	25	2.3	-	-	5	3.5
Knows English Langdage	10	.9	6	2.9	1	.7
Bi-Lingual	6	.5	2	1.0	1	.7
F. Intelligent	58	5.3	6	2.9	5	3.5
Intelligent	42	3.8	6	2.9	4	2.8
Creative	16	1.5	-	-	1	.7
TOTAL	1102	100%	202	100%	142	100%